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ABSTRACT

Reported on is a practicum involving training of ten teachers from five schools to conduct screening and educational process evaluation of potential learning disabled students. Brief sections cover the project's background, statement of the problem, objectives, and approach to the solution. Activities of the practicum are reported to include obtaining approval to conduct the practicum, organizing a practicum leadership team, conducting a needs assessment review, developing a training model, and inviting participation by principals. Noted are the following practicum outcomes: development of evaluation criteria, audit of student diagnostic folders, training of ten classroom teachers and counselors, design of a training manual, and determination of a \$300 cost per teacher budget. The major portion of the document consists of appendixes which include the following: copies of the authorization and preparation letters and forms for the implementation of the practicum, process materials used in developing and evaluating the model for educational process evaluation, a list of program monitors, an outline of the plan of action, correspondence with participating principals and practicum leadership team members, and an outline on institutionalizing the practicum. (SBH)

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Educational Process Evaluation
by Teachers

by Joel L. Keiter

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ABSTRACT

AUTHOR Keiter, Joel

TITLE Educational Process Evaluation by Teachers

DESCRIPTORS Consultants; Diagnosis; Exceptional Child Education; Identification; Inservice Teacher Education; Intervention; Learning Disabilities; Program Development; Screening

ABSTRACT

A project was proposed and initiated involving training of ten teachers from five schools to conduct screening and educational process evaluation of potential learning disabled students. A leadership team of curriculum, evaluation and administrative personnel conducted a needs assessment by reviewing the cumulative folders of learning disabled students and assessing the evaluation skills of the teacher participants. A nine session training program was conducted with members of the leadership team assuming responsibility for various evaluation components.

Teacher participants were provided with a set of diagnostic materials and release time was made available by utilizing substitute teachers. Following the morning training session the teacher participants returned to their individual schools to evaluate potential learning disabled students as well as students currently enrolled in the program for learning disabled. They were also expected to complete the weekly assignments. At the conclusion of the project the teacher participants were awarded three inservice credits and a certificate denoting competence in conducting educational process evaluation of students. The inservice model, evaluation procedures and correspondence are included in the appendices.

Educational Process Evaluation

by Teachers

by Joel L. Keiter

Submitted in partial fulfillment of the
requirements of the National Ed.D. Program
for Educational Leaders, Nova University

Individual Practicum
Miami/Fort Lauderdale Cluster
Submitted: June 22, 1976

Director, Exceptional
Student Education
Broward County, Florida, U.S.A.

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PREFACE

The completion of this practicum would not have been possible without the assistance of Mr. William C. Drainer, Program Superintendent for Instruction, The School Board of Broward County, Florida.

Special appreciation goes to Dr. Frederic Skalny, Coordinator of the Program for the Learning Disabled, and also the Exceptional Student Education Curriculum Specialists, for their encouragement, assistance and advice.

Mr. Murray Heyert and the Nova University Practicum personnel were certainly helpful in every way. I am most grateful to them for their willingness to share their knowledge and experiences.

Background

Each of the sixty-seven school districts in the State of Florida is required by law to develop a District Procedures for Special Education for Exceptional Students.¹ The Bureau of Education for Exceptional Students, Division of Elementary and Secondary Education, annually published Guidelines to assist local school districts in developing appropriate procedures for the provision of special education for exceptional students.²

The individual school district is required to submit its procedures document to the Bureau of Education for Exceptional Students. The document is then examined to determine if it meets the guidelines. Once the local school district's procedures document has been approved by the State and the District School Board, it becomes the official policy for the operation of the district's Exceptional Student Education Program for the particular year in question.

The district procedures document must include plans for the screening, diagnosis, identification, placement and dismissal of all students being considered for special education. As a result of the implementation of the procedures, each student is assured of his legal rights to an appropriate educational program.

¹Florida State Statutes, Chapter 237, Section 237.35 et. seq.

²Florida State Department of Education, Guidelines-1975 District Procedures for Providing Special Education for Exceptional Students. (Tallahassee: 1975.)

Problem

In February 1975 the Broward County Exceptional Student Education Program was audited by the Bureau of Education for Exceptional Students of the Florida State Department of Education. The program for learning disabled students was singled out for particular emphasis in the program audit that was conducted.

The audit report was shared with the Broward County Superintendent of Schools, Mr. William C. Drainer. The report indicated that the county was remiss in not providing the required screening and educational process evaluation of all potential learning disabled students. It should be noted that the Broward County 1974 District Procedures for Providing Special Education for Exceptional Students required appropriate screening and educational process evaluation of all potential learning disabled students being considered for the program for learning disabled students.¹

The Broward County 1975 District Procedures for Providing Special Education for Exceptional Students contained the same assurances.² However, it was determined that all students being considered for the program for learning disabled students were not benefiting from the required screening and educational process evaluations.

¹The School Board of Broward County, 1974 District Procedures for Providing Special Education for Exceptional Students. (Fort Lauderdale:1974) pp. 41-43

²The School Board of Broward County, 1975 District Procedures for Providing Special Education for Exceptional Students. (Fort Lauderdale:1975) pp. 112-116

The reason for the deficiency is primarily twofold; the rapid growth of the Program for Learning Disabled since 1970 and a significant reduction in the number of special education curriculum support personnel during the same period of time. Previous to 1974, there were 966 students enrolled in the program for learning disabled students. A cadre of twelve curriculum specialists from the central office participated in the diagnosis, identification, and placement of all students in the program.

During the 1975 school year, the enrollment in the program for learning disabled students rose to 2,546. During this time there were two curriculum specialists employed by the School Board of Broward County to assist the teachers and principals of these students. However, it should be noted that these two curriculum specialists were also assigned responsibility for assisting the teachers and principals of the program for gifted students.

It was impossible for two curriculum specialists, assisting the program for learning disabled students on a part-time basis, to assist teachers with screening and the administration of the educational process evaluation of students as was done in the past.

Failure to implement the district procedures with respect to the screening and diagnosis of potential learning disabled students would be to deny such students their rights provided by law. Furthermore the school district would be subject to an

audit exception which would necessitate the withdrawal of state receipts received for students that have been improperly diagnosed and placed in the program for learning disabled students.

Objectives

There were three major objectives related to the need to implement a procedure that would ensure adequate screening and diagnosis of students being considered for placement in the program for learning disabled students.

The first objective of the practicum was to correct the deficiency that existed with regard to the method of screening and diagnosis of potential learning disabled students. Students who were referred for consideration and placement in the program would be properly screened and would receive an appropriate educational process evaluation. Written reports of these evaluations would be placed in the students' diagnostic folders.

The second objective is similar to the first in that students currently enrolled in the program, who have not received an educational process evaluation to date, would receive same. A written report of the educational process evaluation would be shared with the student's teacher as well as included in his/her diagnostic folder.

The third objective of the practicum was to develop a viable training model which could be duplicated and implemented in the remaining schools in the Broward County School District as well as school districts throughout the State of Florida.

Approach to a Solution

At the commencement of the 1975-76 school year the Broward County Exceptional Student Education Program support personnel discussed the various alternatives to solving our problem.

In the light of the existing financial constraints and the school district's philosophy with regard to the concept of decentralization a decision was made that the only viable strategy was to utilize certified instructional personnel in the individual schools.

The strategy was to select and train a minimum of two teachers or counselors in each of five designated schools in order to ensure the implementation of adequate screening procedures and to administer the essential educational process evaluation of potential learning disabled students. Such a plan would utilize existing evaluation specialists to train certified school based instructional personnel and therefore would not necessitate the hiring of additional personnel. The cost to train school based instruction personnel, including the purchase of materials, was estimated to be approximately \$400 per teacher. This would basically be a one time expense for an ongoing service with the exception of the need to purchase additional student diagnostic materials.

ACTIVITIES OF PRACTICUM

Approval to Conduct Practicum

At the commencement of the 1975 school year the director and staff of the Exceptional Student Education Program assumed the responsibility of training selected teachers to administer and score educational process evaluations in the schools.

The Director of the Exceptional Student Education Program and the Coordinator of the Program for Learning Disabled Students committed the services of the curriculum specialists, the Florida Learning and Resources System/Media personnel and appropriate clerical support staff to the practicum project.

Mr. William C. Drainer, Program Superintendent for Instruction, granted approval to implement the practicum and also granted a request for an appropriation of five thousand dollars. (See Appendix A, pp. 24-25.)

The principals of five selected schools were invited to participate by allowing two teachers and/or counselors to take part in the practicum. Each of the principals agreed to participate and to select the teacher participants.

Practicum Leadership Team

In September 1975 selected members of the Exceptional Student Education Program Staff were appointed by the director of the program to discuss the feasibility of training regular classroom teachers to administer and score educational process evaluation instruments. The Director of Inservice Education for the Broward County School System also joined the discussion.

The result of the inservice discussion was a proposal to train several teachers in each of the 150 schools. This ambitious plan was never implemented due to the lack of necessary support personnel to do the training and the necessary funds to purchase materials and substitute teachers.

In November, 1975 the Director of the Exceptional Student Education Program and the Coordinator of the Program for Learning Disabled Students discussed the existing need to provide appropriate diagnosis of all potential learning disabled students. Various alternative approaches to solving the problem were considered. The result of the discussion was the development of the educational process evaluation by teachers practicum proposal.

The practicum leadership team was first organized in January, 1976. Certain members of the Exceptional Student Education Program Staff were selected to serve on the team because of their expertise in the area of screening and educational process evaluation. Some of the members on the practicum leadership team had also served on the original planning committee in September, 1975.

In addition to the staff members of the Exceptional Student Education Program, the practicum leadership team consisted of several members of the Division of Instruction Staff. A total of twelve staff members made up the practicum leadership team with additional resource personnel participating from time to time. (See Appendix A, p. 26.)

Utilizing the design suggested by the director and coordinator, the practicum leadership team met regularly to develop the training model for the participating teachers. (See Appendix A, pp. 27-33.) The data received from the school and teacher surveys were used in the development of the individual training components.

The members of the practicum leadership team assumed the responsibility for the implementation of the various components of the training model. In addition to the satisfaction of seeing teachers develop specific diagnostic skills, the individual members of the practicum leadership team received notes expressing appreciation for their contribution to the success of the practicum. (See Appendix G, pp. 180-187.)

Needs Assessment

Whereas the Broward County need was clearly defined with regard to our failure to provide appropriate educational process evaluation for all potential learning disabled students, it was necessary for the practicum leadership team to consider the following:

1. What educational process evaluation data were present in the folders of the students currently enrolled in the program for learning disabled students in the project schools?

2. What screening and educational process evaluation data were present in the folders of students currently being diagnosed and considered for enrollment in the program for learning disabled students in the individual schools?

3. What diagnostic skills did the teacher participants have at the commencement of the practicum?

Members of the practicum leadership team went to the participating schools to review the folders of students currently enrolled in the program for learning disabled students. The students were assessed on the basis of existing data in their folders and the information was recorded on the audit form developed by the team. (See Appendix C, p. 129.) A copy of the completed audit form was shared with the respective teacher participant and his/her principal.

A summary of the school audit forms indicated that whereas eighty-eight students were currently enrolled in the program for learning disabled students in the project schools, only twenty-one students had folders that reflected appropriate educational process evaluation data. One school did not have a program for learning disabled students, therefore, no data were available. (See Appendix C, pp. 130-131.)

The folders of students currently being diagnosed and considered for enrollment in a program for learning disabled students were also reviewed. The summary of these audit forms indicated that twenty-seven students were currently being screened and evaluated. Only one of the twenty-seven students had a folder that contained the necessary screening and educational process evaluation data. (See Appendix C, pp. 130-131.) One of the participating schools did not have any students currently being diagnosed, therefore, no data were recorded.

Prior to the commencement of the inservice teacher training course, the participating teachers were asked to complete a needs assessment. (See Appendix C, p. 152.) The information received on this needs assessment was used by the practicum leadership team in the development and preparation of the individual training components.

The results of the teacher assessment indicated that only two of the ten participating teachers had previously administered and scored as many as five of the nine evaluation procedures. (See Appendix C, p. 153.)

Training Model

The practicum leadership team designed a nine session training model that included the necessary components of screening and educational process evaluation procedures. (See Appendix A, pp. 30-31.)

Each of the nine training sessions covered a particular evaluation procedure including the appropriate resource materials, aides and assignments for the teacher participants and the

practicum leadership team members to follow. Provision was made for considerable interaction between the teachers and the team members.

Session I was held on March 19, 1976 at the Exceptional Student Center. (See Appendix B, pp. 43-48.)

The practicum leadership team in conjunction with the teacher participants decided that the training sessions should be held on Thursdays thereby allowing the teacher to return to their individual schools and complete the week with their own students.

Initially the training sessions were planned for a full day, 8:00 a.m. to 3:30 p.m.; however, it was decided during the course of the practicum to revise the plan to a half day schedule, 8 a.m. to 12 noon. It was felt that by eliminating some of the planned practice experiences, the necessary procedures could be covered in a half day thereby allowing the teachers to return to their respective schools and evaluate their students.

Substitute teachers were provided for those teacher participants who required same. The substitute teachers were acquired by the principals of the participating schools; however, the substitute payroll was assumed by the practicum budget. (See Appendix A, pp. 37-40.)

Whereas the teachers returned to their individual schools at noon following the half day training session, the substitute teacher was hired for the full day. This procedure enabled the teacher participants to implement the practicum assignments and thereby complete the training session.

Additional substitute days were allocated to individual teachers or counselors as required.

In addition to providing release time by using substitute teachers, each teacher participant was provided with a set of process evaluation materials valued at \$101.15. The resource materials were to be used in the nine training sessions and they would become the property of the individual school at the conclusion of the practicum.

Mr. William C. Drainer, Program Superintendent for Instruction, approved an appropriation of \$5,000 for the implementation of the practicum. However, the \$2,046 expended for substitute teachers, the \$1,011.50 expended for process evaluation materials and a \$10 miscellaneous expenditure added up to a total expenditure of \$3,067.50. (See Appendix C, p. 164.)

The training sessions were designed to provide hands-on experiences for the teachers participants. Following the presentation by the practicum leadership team, the teachers were given the opportunity to practice the evaluation procedures on each other. However after several sessions, the formative evaluation indicated that the teachers preferred to return to their individual schools in order to use the evaluation procedures on their students.

The results of both the formative and summative evaluation by teacher participants will be considered in the outcomes of the practicum.

The training sessions were developed with appropriate work assignments for the teacher participant to complete. The work assignments were designed to enhance the learning activity while at the same time correcting the deficiency as reflected in the need for the practicum.

In order to complete a particular training session, the teacher participant had to present the completed assignment to the appropriate team member for approval and initialing. (See Appendix C, p. 155.)

A summary of the completion of training sessions by teacher participants indicates that each of the ten teacher participants completed the eight required practicum assignments.

On May 26, 1976, each of the teacher participants was awarded a certificate indicating proficiency in the administration and scoring of educational process evaluation materials. In addition to the certificate the teacher participants also received forty-five inservice points for having completed the Education Process Evaluation Inservice Course, #E1012R. (See Appendix C, pp. 156-157.)

Participation by Principals

Prior to the implementation of the Educational Process Evaluation by Teachers Practicum, the Director of the Broward County Exceptional Student Education Program invited the principals of the five selected schools to be his guests at a luncheon meeting. The occasion provided the opportunity to discuss the practicum and to answer questions regarding same. At the conclusion of the luncheon meeting, the principals

indicated interest in having their schools participate in the practicum. They further agreed to cooperate in the selection of two teacher participants from each of the schools.

Interaction between the participating principals and the Director of the Exceptional Student Education took place throughout the implementation of the practicum. The needs assessment reflecting the condition of the student folders was shared with each principal and the teacher participants. On April 20, 1976 an amended needs assessment was shared with the principals. These reports indicated the progress made to date along with the student folders that remained incomplete.

The principals were informed on the payroll procedures for acquiring substitute teachers in order to provide release time for their participating teachers. (See Appendix A, pp. 37-40.)

Additional personal contacts and telephone calls took place between the participating principals and the Director of the Exceptional Student Education Program. On May 18, 1976 a memorandum was shared with each participating principal indicating the status of the practicum to date. Among other things, the memorandum enumerated the process evaluation materials that became the property of the school as a result of participating in the practicum. (See Appendix F, pp. 174-175.)

Subsequent to the conclusion of the Educational Process Evaluation by Teachers Practicum letters of appreciation and commendation were received from the principals of the participating schools. (See Appendix F, pp. 176-179.)

OUTCOMES OF THE PRACTICUM

Evaluation Criteria

The preestablished criteria for evaluating the results of the Educational Process Evaluation by Teachers practicum in relation to the objectives were:

1. To report the extent to which the incompleted student diagnostic folders of students currently being screened and diagnosed for possible enrollment in the program for learning disabled students were completed as a result of the inclusion of appropriate screening and educational process evaluation reports.

2. To report the extent to which the incompleted student diagnostic folders of students currently enrolled in the program for learning disabled students were completed as a result of the inclusion of appropriate educational process evaluation reports.

3. To report the development of the training sessions into a transportable training model which would make possible the implementation of the practicum in additional schools within the system as well as schools in other districts.

Audit of Student Diagnostic Folders

One of the stated objectives of the practicum was to ensure the implementation of the required screening and

educational process evaluation procedures for students being diagnosed for possible enrollment in the program for learning disabled students.

The needs assessment audit of the student folders indicated that of the twenty-seven students currently being diagnosed in the five schools, only one student had a folder that contained the required reports.

Subsequent to the implementation of the practicum, a post audit of the folders revealed that of twenty-seven students currently being diagnosed, twenty-three students had completed folders containing appropriate screening and educational process evaluation reports while only four students had folders that were incomplete. (See Appendix C, pp. 130-131.)

The aforementioned data indicate an 81 per cent increase in completed student diagnostic folders. It should be noted that the four remaining incomplete folders were in various stages of development and will be completed.

A second stated objective of the practicum was to correct the incompleted folders of students currently enrolled in the program for learning disabled students by the inclusion of the required educational process evaluation reports.

The needs assessment audit of the student folders revealed that of the eighty-eight students currently enrolled in the program in the five schools, only twenty-one students had folders containing the required educational process evaluation report while sixty-seven students had incompleted folders.

Subsequent to the implementation of the practicum, a post audit of the folders revealed that seventy-one students had folders containing the required reports while seventeen students had folders that were incomplete. (See Appendix C, pp. 130-131.)

The aforementioned data indicate a 57 per cent increase in completed student diagnostic folders. The percentage of increase would no doubt have been higher except for the fact that a number of the students had transferred to other schools during the implementation of the practicum.

Training of Teachers

The ten classroom teachers and counselors selected for participation in the practicum were given a needs assessment survey prior to the commencement of the practicum training model. The data revealed that only two of the teacher participants had administered and scored at least five of the nine screening and educational process evaluation procedures identified on the survey. (See Appendix C, p. 153.)

At the conclusion of the practicum training model, all ten teacher participants had successfully completed the eight training assignments as a prerequisite for the completion of the training sessions. (See Appendix C, p. 154.)

The 100 per cent completion of the assignment by the teacher participants matched with the 81 per cent increase of completed folders of potential learning disabled students substantiate the fact that the teachers acquired new diagnostic skills.

The teacher participants completed a formative and summative evaluation of the practicum training model. The data indicate an improvement in the effectiveness of the individual training sessions as a result of the implementation of suggested changes. (See Appendix C, pp. 158-160.)

The summative evaluation by teacher participants indicated an overwhelming response of excellence on four of the five evaluation items.

A summative evaluation of the practicum training model by the members of the practicum leadership team indicated a highly favorable response to the seven evaluation items. (See Appendix C, pp. 161-163.)

Training Manual

A third stated objective of the practicum was to make the training sessions transportable so that they could be implemented in other schools.

The practicum leadership team designed the nine training sessions with appropriate resource materials for transportability to other schools. (See Appendix B, pp. 42-127.)

The outline of each session reflects the particular diagnostic instruments with appropriate time elements. In addition to the topics, appropriate assignments and resource materials are included for easy accessibility.

Appropriate audit forms, evaluation materials information and management forms are included in the appendices.

Budget

Whereas we had projected the cost of training teachers to administer and score educational process evaluation procedures at \$400 per teacher, it was determined that the actual cost was approximately \$300 per teacher. It should be noted that \$100 of the cost was for the purchase of appropriate diagnostic materials which can be used for a number of years.

It is anticipated that in the future, the cost of implementing the Educational Process Evaluation by Teachers practicum will be budgeted against the individual school's inservice budget. However, it is felt that the implementation of the practicum is a legitimate instructional expenditure in view of the fact that it complies with state law as related to the required identification of exceptional students.

Operationalizing the Practicum

The Educational Process Evaluation by Teachers practicum is a transportable model and it is anticipated that it will be implemented in selected schools during the 1976 school year.

The practicum has been shared with Dr. Frank J. Scalise, Director of Exceptional Student Education, and it anticipated that he and his staff will, in conjunction with interested principals, implement the program in the future.

The Educational Process Evaluation by Teachers Course will be made available to teachers throughout the county by the Florida Learning and Resource System/Media. The course is currently listed in the Broward County Master Inservice Plan as #E1012R.. (See Appendix H, pp. 189-190.)

A catalog abstract form for the Florida-Developed Product Listing has been completed and will be submitted upon the approval of the Educational Process Evaluation by Teachers Practicum by Nova Univeristy. (See Appendix H, p. 191.) The inclusion of the practicum in the Florida-Developed Products Listing will result in the practicum being made available to the sixty-seven school districts in Florida as well as to schools in other states.

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APPENDICES

APPENDIX A

Authorization and Preparation for the Implementation of the Practicum

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

February 20, 1976

TO: Mr. William C. Drainer, Program Superintendent
Instructional Services

FROM: Joel L. Keiter

RE: Educational Process Evaluation by Teachers

Approved
Feb 23/76

You may recall that in addition to sharing a copy of our inservice proposal with you, I also spoke of the imperative need to train school based personnel in the administration of educational process evaluations. The need is directly related to our 1975 program audit conducted by the State Department of Education.

After meeting with the principals of the five selected schools, the principals have lined up ten teacher participants for the project.

Our Practicum Leadership Team met on Thursday, February 19, 1976, to further formulate plans for the project which we hope to begin by the first week or two in March. Individual team members are currently developing the individual components.

With regard to resources, it is felt that the need to purchase evaluation instruments will be minimal. However, the team requests funds to train these selected teachers during several morning sessions and then have the participants return to their respective schools and utilize the various instruments. We anticipate that substitute teachers would be needed for the ten teacher participants for up to but not exceeding ten days each. Several participants are guidance counselors and no substitute would be required.

May we have your authorization to make expenditures related to this project from the five thousand dollars which was designated for substitutes in the #984 budget account?

You will be happy to know that the model design we are developing will be packaged by FLRS/Media and we anticipate its implementation in many schools in 1976-77. It will be presented in such a way that the school will underwrite the expenses incurred by its participants through its inservice account.

Mr. William C. Drainer
Page 2
February 20, 1976

We're excited about the prospects of this activity, and we'll keep you posted. Attached is a copy of the assignments for team members in preparation of our next meeting.

Have a good day.

JLK/vsd
Attachment

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

MEMBERS OF THE PRACTICUM LEADERSHIP TEAM

Eddie Pearl DeGraffenreid - Broward County Language Arts Curriculum Planner
Dan James - Audiologist, South Central Area
Joel Keiter - Director of Special Education
Benjamin Meyer - Project Director, FLRS/Media
Sylvia Milks - Broward County Guidance Coordinator
Eileen Schussler - Inservice Specialist, FLRS/Media
Pamela Sheffield - School Psychologist, South Central Area
Frederic Skalny - SLD-Gifted Program Coordinator
Nan Tarullo - SLD-Gifted Curriculum Specialist
Larry Wantuck - Broward County Math Curriculum Planner
Elaine Young - SLD-Gifted Curriculum Specialist
Rosalie Zachar - Speech Diagnostician, South Central Area

TEACHERS PARTICIPATING IN THE PROJECT

Beth Blazier - Reading Teacher, Olsen Middle School
Cindy Brown - SLD Teacher, Hollywood Hills High School
Robina Hull - Teacher, Bethune Elementary School
Marcia Kelsey - SLD Teacher, Collins Elementary School
Linda Rudich - Guidance Counselor, Dania Elementary School
Sharon Sorg - SLD Teacher, Hollywood Hills High School
Henry Spiller - Guidance Counselor, Collins Elementary School
Lila Terry - Guidance Counselor, Bethune Elementary School
Peggy Volker - SLD Teacher, Olsen Middle School
Maureen Wareham - Teacher, Dania Elementary School

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION

Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

February 13, 1976

TO: Ms. Becky Williams
Mr. Larry Wantuck
Ms. Sylvia Milks
Ms. Rosalie Zackar
Ms. Elaine Young
Mr. Dan James
Ms. Pam Sheffield
Ms. Eileen Schussler
Dr. Fred Skalny
Mr. Ben Meyer

FROM: Joel L. Keiter *Joel L. Keiter*

RE: Implementation of Educational Process Evaluation by
Teachers Project

It will be appreciated if you will meet with me for a brief meeting on Thursday, February 19th at 1:00 p.m. at the Exceptional Student Center. The attached proposal is for your review, please bring it with you to the meeting.

Should you have any questions, please call me.

Thanks a million for your cooperation.

JLK/vsd
Attachment

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

February 20, 1976

TO: Practicum Leadership Team
FROM: Joel L. Keiter
RE: Educational Process Evaluation by Teachers

Just want to thank you for your contribution at the planning meeting yesterday afternoon. The sharing of ideas has given direction to the format of our training model.

It will be appreciated if you will develop the following design in preparation for our next planning meeting on Thursday, February 26, 1976. We'll plan to meet at the same time (1:00 p.m.) in the Media Center at the Exceptional Student Center.

Please feel free to bring any interested participant.

- I. GOAL: All Broward County Public Schools will have certificated staff members who are competent and able to administer educational process evaluations to students being considered for the Learning Disabled Program.
- II. PRIORITY NEED: Students being referred for the Learning Disabled Program will be diagnosed according to the criteria set forth in the 1975 Broward County District Procedures. Students, who are currently enrolled in the Learning Disabled Program and have not been properly diagnosed as reflected in the absence of a complete educational process evaluation, will receive an educational process evaluation.
- III. OBJECTIVE: By June 1976 the selected school participants will be competent in the administration of the following instruments and/or techniques:

- A. _____

- B. _____

February 20, 1976

C. _____

D. _____

- IV. **STRATEGY:** (Suggest a strategy for each sub-point in III including presentation, time element, review, assignment, etc.)

- V. **RESOURCES:** (Suggest materials, supplies, personnel, time, etc., needed for the accomplishment of the objective)

- VI. **EVALUATION:** (Suggest a simple pre and post evaluation technique to be used in addition to the review of student folders in the schools.)

- VII. **OTHER:** (Jot down any ideas, brainstorm, concerns, etc., for discussion on Thursday)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

March 1, 1976

TO: Practicum Leadership Team
FROM: Joel L. Keiter *Joel L. Keiter*
RE: Educational Process Evaluation by Teachers

Thank you for your participation in our planning session on Thursday, February 26, 1976.

The following members were present:

Rosalie Zachar - Speech Diagnostician
Dan James - Audiologist
Larry Wantuck - Math Curriculum Planner
Frederic Skalny - Coordinator of SLD Program
Eddie Pearl DeGraffenreid - Language Arts Curriculum Planner
Pam Sheffield - School Psychologist
Elaine Young - Curriculum Specialist for SLD
Ben Meyer - FLRS Project Director
Joel Keiter - Director of Special Education
Eileen Schussler (absent due to illness)

The following school personnel will be participating in the project:

Linda Rudick - Guidance Counselor, Danie Elementary
Lila Terry - Guidance Counselor, Bethune Elementary
Robina Hull - Teacher, Bethune Elementary
Marsha Kelsey - SLD Teacher, Collins Elementary
Henry Spiller - Guidance Counselor, Collins Elementary
Pat Blazier - Reading Teacher, Olsen Middle
Peggy Volker - Guidance Counselor, Olsen Middle

The two teachers from Hollywood Hills High School have not been selected to date.

The following topics were discussed:

1. FORMAT OF TRAINING MODEL:

Our request for permission to use substitute teachers in order to release the school participants during school hours has been approved. We are tentatively planning nine all day sessions with the participant training in the morning and then working with students in their individual schools in the afternoon.

The following schedule was discussed:

Day One	Unit One Unit Two	Introduction, Due Process and the SLD Student Screening Procedures
Day Two	Unit Three	Screening Procedures continued
Day Three	Unit Four	Process/Achievement Evaluation
Day Four	Unit Five	(formal and informal)
Day Five	Unit Six	(formal and informal)
Day Six	Unit Seven	(formal and informal)
Day Seven	Unit Eight	(formal and informal)
Day Eight	Unit Nine	(formal and informal)
Day Nine	Unit Ten	Summary

2. NEEDS ASSESSMENT:

The review of program folders for SLD students in the three elementary schools has been completed. The results will be shared with the individual teacher participants and school principals.

3. PROGRAM FOLDER DESIGN:

Discussion was held regarding the development of a folder design that could be implemented system wide. The checklist would enable the school personnel to develop their student folders for audit as well as program purposes.

4. OBJECTIVE OF PROJECT:

A brief discussion was held regarding our objective - by June 1976 the selected school participants will be competent in the administration of specified process evaluation instruments as well as the SLD screening procedures. The training of school personnel to interpret evaluation data will be the subject of a separate training project.

5. TRAINING MANUAL:

Florida Learning Resources System/Media will coordinate the development of a training manual for use in future training sessions. The ten individual units should be developed with the following design: objective strategy, resources and evaluation. Dr. Eileen Schussler has been asked to assist the practicum leadership team with the development of the training manual.

March 1, 1976

6. COMMENCEMENT OF THE TRAINING SESSION:

Tentative plans are for the first training session to be held on Friday, March 16, 1976. This first all day session, covering units one and two, will be scheduled for the Exceptional Student Center from 8:00 a.m. to 3:30 p.m.

7. ADDITIONAL PLANNING SESSIONS:

The PLT will meet at the Exceptional Student Center on Thursday, March 4th at 1:00 p.m.

If you have not completed your unit design (i.e., objective, strategy, resources, evaluation), please do so in advance of our March 4 session.

JLK/vsd

cc: Principals
Teacher Participants

March 4, 1976

MEMORANDUM

To: Mr. J. Keiter
From: Dr. F. Skalny 
Re: THE OUTCOME OF THE PTL MEETING

1. Dan James will write up and submit a procedural statement as to how the participants should initiate contact to have an audiometric screening evaluation completed.
2. Your approval is needed to include the attached speech/language audiometric form in the manual.
3. Rosalie will write up and submit:
 - a) A procedural statement re: how to initiate contact for a speech/language screening evaluation.
 - b) Content for auditory process testing.
 - c) Evaluation - feedback session activities.
4. Larry Wantuck will writeup and submit same for math content.
5. Request must be made for sixteen complete sets and booklets of the following tests:

Key Maths
Woodcock Reading
Wepman (Revised)
PPVT
WRAT
Detroits

At least a packet of twenty scoring booklets for each test.
It is recommended that FLRS assumes the responsibility for submitting a rush order request. I will assume responsibility for distribution to instructors and participants re: timetable.

6. Ben to devise a form for PLT to record time worked and travel.
7. Elaine and I will devise the needs assessment for March 11th meeting.
8. I will notify Pam re: her responsibility in session I and II plus later session for discussion of the WISC and Bender. She will receive Session I Program and Assignment Sheet #1.
9. Notification by you to all PLT members and participants of March 11th, 3:15 pm, ESC, meeting. Please provide coffee, donuts and name tags.
10. Thursdays have been designated as Practicum days after Session I (March 19th).

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

March 5, 1976

TO: Ms. Lila Terry, Guidance Counselor
Bethune Elementary School

FROM: Joel L. Keiter

RE: Educational Process Evaluation by Teachers

Greetings from the Exceptional Student Center.

We're happy that you will be able to participate in our inservice project during the next two months.

A. MARCH 11

In order that we might meet you, it would be appreciated if you will plan to come to the Exceptional Student Center at 3:15 p.m. on Thursday, March 11, 1976. On this occasion we'll give you a "15" minute overview of the project. In addition to coffee and cookies, we'll also provide printed materials that will be used in the project. Please try to join with us on the 11th.

B. MARCH 19

Our first class session is schedule for Friday, March 19th at the Exceptional Student Center. This will be an all day session beginning at 8:00 a.m. and ending at 3:30 p.m. It might be wise to contact your principal at this time and request that he or she acquire a substitute for you on that date. Please advise your principal that our project will cover the expense of substitutes, and that we shall be in contact with the school bookkeepers as regards the necessary forms.

C. MARCH 25

Tentative plans are for our second all day session to be held on Thursday, March 25, 1976. We shall then be meeting on subsequent Thursdays excluding holidays.

Hope to see you on the 11th at 3:15 p.m. The attached map may be of help.

JLK/vsd

cc: Principals
Attachment

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

March 5, 1976

MEMORANDUM

To: Mr. J. Keiter
From: Dr. F. Skalny *JS*
Re: PLT PRACTICUM TRAINING MANUALS
RECOMMENDED CONTENTS

The items listed should be compiled and/or drafted for inclusion in the Practicum Manual. It is imperative that these items are ready for packeting and handout to comply with the timetable. Items 1 - 4 B should be available for handout at the March 11th meeting.

Required Materials for Session I - March 19, 1976

1. Statement of Practicum Rationale and Objectives.
2. List of Leadership Team
Might want to include names/schools of participants.
3. Edited version of P.L. 94.142
4. Broward District Procedures
 - A. p. 1-4 - General
 - B. pp111-/22 SLD Section
 - C. SLD Screening Packet prepared for purchase through County warehouse.
 - D. Materials needed include:
 - Parent Information Form
 - SLD Checklist
 - Instruction for Selecting Work Samples
 - SLD Informal Screening
5. Referral Form
6. Forms A-1, B-1

FS:mm

DISTRICT PROCEDURES FOR PROVIDING SPECIAL EDUCATION
FOR EXCEPTIONAL STUDENTS GIVEN TO EACH TEACHER
PARTICIPANT ON THURSDAY, MARCH 11, 1976.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

March 24, 1976

TO: Principals of Collins Elementary, Bethune Elementary,
Danie Elementary, Olsen Middle and Hollywood Hills High

FROM: Joel L. Keiter

RE: Educational Process Evaluation by Teachers

Just want to thank you for helping us get the project off to a good start. It is felt that our session on Friday, March 19, was most beneficial to the participants.

We shall plan to meet in all day sessions on the following dates:

Thursday, March 25	Thursday, April 29
Thursday, April 1	Thursday, May 6
Thursday, April 8	Thursday, May 13
Thursday, April 22	Thursday, May 20

In addition to the substitutes you will need to acquire in order to release your classroom teacher or teachers to attend on the above mentioned dates, may we suggest that you plan to provide an additional four half day substitutes so that your classroom teacher will have the opportunity to do some of the required evaluation assignments.

When a substitute is used, prepare a TDA for the teacher, list the substitute information and mark Reimbursable Budget 984 (see attachment). Send the TDA to Ann Prosperia in Instructional Services, and she will submit them to me for approval.

Ms. Gallagher in the Payroll Department has advised us that it is necessary to note the information to charge the substitute against Budget 984 on the Substitute Teacher Attendance Record that you prepare on the day the substitute is used. If you did not do this last Thursday, please call Ms. Gallagher at 765-6235 and let her know (see attachments for future use).

Should you have any questions as to the above procedures, please call me at 765-6667.

JLK/vsd

cc: Mrs. Prosperia
Practicum Participants

TEMPORARY DUTY AUTHORIZATION

Date date 19____ Applicant (type full name) teacher's name

Position _____ School/Dept. _____

The undersigned requests temporary duty assignment _____ 19____ through _____ 19____ (Total work days _____) for the following purpose:

☒ Conference/convention of Educational Process Evaluation
by Teachers Project meeting in Fort Lauderdale
(City)as ☐ delegate ☒ member ☐ officer ☐ on program _____
(State)☐ Other school business (specify) _____

_____ in _____ (place or places)

Benefits accruing to the Board _____

☒ A substitute will be required (if YES, file approved TDA-1 with payroll affected)☐ Travel allowance is requested, to be paid by Board (\$ _____) and/or School (\$ _____)

Use this space for information and estimate of travel expense. Note that transportation by public carrier requires Tax Exemption Certificate (obtainable through Purchasing Department). If by plane, secure P.O. number from Purchasing Department and give number to travel agency when making reservations. Show full information on requisition (Form A6) and attach to this TDA-1. Always retain stubs for any transportation for submission with your travel voucher after your return.

\$ _____ plane ☐ per requisition # _____ to _____ (Agent)
_____ bus ☐ or train ☐
_____ car ☐ in my own car _____ miles @ 14¢
_____ gratis with _____ (other driver)
_____ taxi, limousine, etc. (if rent-a-car, attach requisition)
_____ Other allowable expenses, i.e. registration (receipt required)Per Diem: _____ Rate _____ For: _____
\$ _____ days @ \$20.00 Business in and out of state
_____ 25.00 Conference/convention in and out of state

\$ _____ estimated total expense

Approved _____ Signed _____
Principal/Department Head Applicant*Approved _____ Approved _____
Personnel Services Area Superintendent/Director

*If Superintendent's budget

Maximum this trip \$ _____ or estimate ☐

Complete information below and file original (or picture) with payroll affected

charge substitute
Reimbursable ☒ to Budget 984 program

SUBSTITUTE INFORMATION FOR PAYROLL ENDING SUBSTITUTE(S) - FULL NAME(S)	DATE(S) WORKED	TOTAL DAYS	SCHOOL/DEPARTMENT #
Substitute's Name	38 45		

SUB. TEACHER: _____
(PLEASE PRINT)

SUBSTITUTE TEACHER ATTENDANCE RECORD

School: _____ No.: _____ Payroll
Ending: _____ (Date)

I hereby certify that I substituted for:

_____ teacher

on _____ for _____
(Dates) (Number of Days)

Remarks: _____

B.P.I.
Project No.: Budget 984 Program No.: _____

Signed: _____ Social
(Substitute) Sec. No.: _____

APPROVED: _____
(Principal)

WHITE COPY — TO PAYROLL ON DATE OF SUBSTITUTION
YELLOW COPY — SCHOOL
PINK COPY — SUBSTITUTE

PRINCIPAL'S MONTHLY SUBSTITUTE PAYROLL REPORT

(To be submitted with regular payroll)

Beginning _____ 19 ____

Ending _____ 19 ____

Number of school days in session during month _____

.....

(1)	NAME (List Alphabetically) (2)	FULL Session (3)	HALF Session (4)	REMARKS (5)
1.	SUBSTITUTE'S NAME			CHARGE AGAINST BUDGET 98
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

I hereby certify that this report has been prepared as directed and is complete to the best of my knowledge and belief.

DATE _____ SIGNED _____

SCHOOL _____

SUBMIT 1 TO THE PAYROLL DEPARTMENT

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765 6667

April 22, 1976

TO: Joel L. Keiter

FROM: Frederic Skalny, Ph.D., Coordinator, Programs for the Gifted and
Specific Learning Disabled

RE: PLT Materials

Please be informed that FLRS has received for their library two (2) copies
of the following educational tests:

Wepman
Detroit
Key Math
Woodcock Reading
WRAT

The tests should be made available to teachers on loan from FLRS.

FS/amh

cc: Ben Meyers
Eileen Schussler

APPENDIX B

Process Materials Used in Developing Model for Educational Process Evaluation

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: I

DATE: TIME: 8:00 a.m.-12:00 noon

LOCATION:

OVERVIEW OF PRACTICUM.....8:00 a.m.-9:00 a.m.

Introduction of Teacher Participants and Practicum Leadership Team
Practicum Rationale and Objectives
Highlights of Practicum Sessions

MORNING BREAK.....9:00 a.m.-9:30 a.m.

P.L. 94.142 - EDUCATION OF THE HANDICAPPED.....9:30 a.m.-10:30 a.m.

Description of Legal Provisions for:
Parents
Students
District Procedures - Broward County
Program Services - SLD

DEFINITION OF SLD - STATE ADOPTED.....10:30 a.m.-12:00 noon

Discussion of Definition - Broward County:
District Procedures
Explanation of Exclusion Factors
Criteria for Eligibility

Teacher participants are to return to individual schools and review the needs assessment data on student folders. A review of the District Procedures document is recommended.

ALERT

For Officers of Chapters, Federations, Branches, Divisions

THE COUNCIL FOR EXCEPTIONAL CHILDREN

1920 Association Drive
Reston, Virginia 22091

VOLUME 13, NUMBER 4, MARCH, 1978

Rusty Welch, Editor

1976 CEC LEADERSHIP CONFERENCE: YOU CAN MAKE A DIFFERENCE

It has been demonstrated time and time again that when officers (1) demonstrate the commitment necessary to participate in an officer workshop, and (2) become familiar with existing resource information and material, they can and do make a big difference in the subsequent growth, development, and effectiveness of their units' operation. The CEC Unit Development Committee is offering you such an opportunity to make a difference.

All unit officers and potential officers who will be at the Chicago Convention are invited and encouraged to participate in the 1976 CEC Leadership Conference. The Conference, which is planned and conducted by the CEC Unit Development Committee, is scheduled for Tuesday, April 6, 1976 from 1-5 p.m. in the Normandie Lounge of the Conrad Hilton Hotel.

The Leadership Conference will consist primarily, of five simultaneous workshops in various areas of unit operation as follows:

- program planning and development
- membership recruitment and maintenance
- governmental relations activities
- publicity/public relations/newsletter production
- general chapter organizational operation

Each workshop will be conducted by CEC staff and other leaders from across the U.S. and Canada. All sessions will be replicated once during the Conference so that each participant may obtain the benefits of two different workshops.

It is hoped that your unit will have several representatives participate in this year's Leadership Conference. It promises to be one of the best ever. You can make a difference!

S-6 NOW P.L. 94-142

Four long years of hard work by CEC members and national staff paid off recently with President Ford's signing S.6, The Education of All Handicapped Children Act.

The first version of this bill was introduced in May of 1972. During the years of its development prospects for its passage became, through CEC efforts, increasingly brighter as more and more Members of Congress were made aware of the critical issues at stake.

CEC's chapters and federations, as represented through the Council's Political Action Network, worked up to the eleventh hour to persuade President Ford to sign S.6 into law. Even as this bill was lying on the President's desk, PAN members met in Reston to decide on their final effort.

Fred Weintraub, CEC's Assistant Executive Director for Governmental Relations, asked all PAN members to return

home and put their network contacts into action, to call The White House and urge the President to sign. Some of the contacts relayed information back that they were asked, when they called, if they were CEC members because there had been so many calls from CEC membership.

The campaign was highly successful and CEC members can be proud of their part in pressing passage of a law which will play a significant part in the education of handicapped children. In fact, without their efforts it is unlikely President Ford would have signed S.6.

S.6 provides for a reordering of Federal priorities in the use of current revenues which will allow 3.16 billion Federal dollars to be made available for the education of handicapped children by the year 1982. The major provisions can be summarized as follows:

- The law established a formula by which the federal government makes a commitment to pay a gradually increasing percentage of the excess costs involved in educating handicapped children in the public schools, ages 3 to 21.
- To limit overcounting children as handicapped, only 12 percent of children between ages 5 and 17 can be designated for federal allocations.
- Priorities for funding will be for unserved children and for those severely handicapped who are inadequately served.
- Provisions are made for programs of early identification and screening.
- A large percentage of the money will go directly to the local school districts.
- An individualized written education program will be required for each handicapped child served.
- The law establishes a single line of authority within the state educational agency for the education of all handicapped children within each state.

READER'S GUIDE TO WHAT'S INSIDE

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- Due process rights must be guaranteed.
- Evaluation of the effectiveness of the mandated individualized instruction is required.
- A special \$300 grant per child is to encourage states to provide special education for preschool and handicapped children, ages three to five.

"How appropriate," comments CEC President Philip R. Jones, "that this Federal Bill of Rights for Exceptional Children became law during our nation's Bicentennial Celebration. The potential of 3.16 billion federal dollars being made available by FY 1982 is astounding when compared to the \$100 million for the current fiscal year."

P.L. 94-142 is the culmination of years of initiative on the part of The Council for Exceptional Children and the supportive work of thousands of CEC constituents, and many other groups and individuals interested in exceptional children.

Now that it has become law the next concern of CEC leaders is to see that appropriations are made to support the law.

HELPFUL HINTS

... for newsletter production

Helpful Hints are published to provide unit officers with simple, practical suggestions for achieving greater success and to acknowledge exemplary activities of CEC units.

March's Helpful Hints focus on newsletter production:

WE ARE ABLE TO PRODUCE AND DISTRIBUTE A NEWS-LETTER OF EXCELLENT QUALITY BECAUSE...

- members are recognized for their contributions and concern through the publication of three personal biographies in each issue.
- suggestions for applicable classroom-oriented activities are included in every issue.
- publication committee members all work at the same educational center.
- members are kept abreast of current developments in the area of governmental relations.

—Melvin Aprile & Helen Miro, Newsletter Co-Chairpersons
Tampa Bay (FL) Area Chapter #194

- we have a definite schedule of publication dates announced one year in advance.
- we have regular feature articles with specified members responsible for preparation of the information as follows:
"From the National Scene" Federation Governor
Review of Federation Board Activities... Federation Secretary
"From the President" Federation President
Report of Student Student Association
CEC Activities President
- we publish articles on topical themes which have been submitted to our Editorial Board for selection of the best articles.

—Bob Abbott, Governing Board Representative
Illinois Federation #118

FOUNDATION SPEAKERS BUREAU— AN ANSWER FOR AN OLD PROBLEM

"Who can we get for a key-note speaker at our next meeting?" The question is often asked by chapter and federation leaders who want to improve their meetings.

The Foundation for Exceptional Children now has a Speakers Bureau which can help you to answer the question. The Speakers Bureau is made up of prominent Foundation members who donate their speaking fees to the Foundation. Dr. John W. Kidd, President of the Foundation, recently commented: "The bureau can fill a real need of chapters, federations, universities, and other organizations by supplying speakers on varying current topics regarding exceptional children."

Thirty-five speakers have currently pledged one or more days of their honoraria to the Foundation. The following is a sample of speakers and their topics: Dr. Samuel Ashcroft, *Special Education, Media and Materials, Visual and Multi Handicapped*; Dr. Phillip B. Jones, *Administration, Needs and Assessment*; Dr. John W. Kidd, *Mainstreaming*; Dr. Olga Frankel, *Developmental Disabilities, Mental Retardation, Early Childhood Intervention, Homemaker Services for High Risk Families*; Dr. Maynard C. Reynolds, *Mainstreaming Exceptional Children*; Dr. Marvin J. Gold, *Gifted Children*; Joseph J. Chmielewski, *Behavior Programs for Educationally Disadvantaged Children, Appreciating the Trouble Maker*; Betty McCrea Smith, *Pre-School Education for EMR Girls, Home Economics for EMR Girls*.

Inquiries about the Foundation Speakers Bureau may be addressed to: The Foundation for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091, James G. Kerkam—Executive Director; or by calling 703-620-3660.

DELEGATES PREPARE FOR 1978 CEC DELEGATE ASSEMBLY

Deadline for Registering Delegates Approaches

In January, all unit presidents received instructions and materials necessary for properly registering their delegates to the 1978 CEC Delegate Assembly which will be held during the forthcoming Convention in Chicago. *The deadline for registering delegates is March 15.* Registration forms postmarked after the deadline will not be accepted but rather returned to the unit. Regretfully, those units will not be represented in the decisions made by the Assembly.

The following are among those items that will be considered by the Chicago delegates.

Proposed Amendments to the CEC Bylaws

During the past year, several amendments to the CEC Bylaws were proposed by official action of the 1975 Board of Governors, the 1975 Delegate Assembly, participants in the June, 1975 meeting of the CEC Division presidents and presidents-elect, and the CEC Executive Committee. All proposed amendments were published in the October, 1975 issue of *Exceptional Children*, p. 102-4, in accordance with the bylaws.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION



PARENT PERMISSION FORM

I HEREBY GIVE PERMISSION FOR THE SCHOOL BOARD OF BROWARD COUNTY DIAGNOSTIC PERSONNEL TO EVALUATE AND TEST MY CHILD.

NAME OF CHILD: _____

SIGNATURE OF PARENT OR GUARDIAN: _____

DATE _____

White Copy - Attach to Referral Form
Yellow Copy - Student File

FORM A-2

ADMINISTRATION OFFICES • 1320 SOUTHWEST FOURTH STREET • FORT LAUDERDALE, FLORIDA 33312 • 305/765-6000

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



NOTICE OF PROGRAM ASSIGNMENT OR REASSIGNMENT

To the Parent or Guardian of:

Date _____
Grade _____
Date of Birth _____
Case No. _____ Sex _____
Exceptional: ☐ yes ☐ no

Dear Parent or Guardian:

The Broward County School System is constantly striving to better understand the needs of students within the system and provide programs including special and alternative instructional programs that are designed to meet the unique needs of each individual student. A careful study of your child's case has been made and evidence indicates that placement as indicated below would be for his/her benefit.

1. _____ Regular Program (Appropriate if currently assigned or is being denied assignment to a special or alternative program)
2. _____ Exceptional Student Program classified as follows: _____
(Appropriate when the student meets the eligibility criteria of the aforementioned state approved program)
3. _____ Alternative Educational Program described as follows: _____

(Appropriate when an alternative educational assignment would be to the student's benefit)
4. _____ Alternative Educational Program described as follows: _____

(Appropriate when an alternative program assignment is necessary because of difficulties involved in teaching the student in a regular class)

Should you wish to discuss this placement with us, please call _____ at _____ and we'll arrange an appointment for you at your convenience. A copy of the procedures for Review of Exceptional Student Placement or Denial of Placement will be shared with you upon request.

Name _____

Title _____

School _____

White Copy - Parent
Yellow Copy - Principal
Pink Copy - Exceptional Student Center
Gold Copy - Guidance

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT ELIGIBILITY & PLACEMENT FORM



STUDENT NAME

SCHOOL

BIRTH DATE

GRADE

BIG SID NO.

CASE NO.

PARENT/GUARDIAN NAME

HOME PHONE NO.

ADDRESS

BUSINESS PHONE NO.

The above named student has been diagnosed by the following School Board Special Services personnel:

_____ and it has been determined that the
student meets the eligibility criteria for the _____ program at this time.

SIGNATURE OF DIRECTOR OR DESIGNEE

DATE

The School Placement Committee met on _____ to recommend an appropriate instructional pro-
gram for the above student. The following persons were in attendance:
(A minimum of four must be present including Exceptional Student personnel)

PRINCIPAL OR DESIGNEE

GUIDANCE COUNSELOR

REFERRING TEACHER

SCHOOL PSYCHOLOGIST

SPECIAL EDUCATION TEACHER

CURRICULUM SPECIALIST

PARENT

OTHER

OTHEP.

The following instructional placement is recommended at this time (e.g. class, teacher, resource or full time, etc.):

The following program objectives have been identified (e.g. performance, goals, etc.):

The parents/guardians of the above named student have been notified of the recommended instructional place-
ment by use of the School Board form A-1 ☐ yes ☐ no.

It is suggested that the performance goals be reviewed on or before _____
DATE

White Copy - Student's folder
Yellow Copy - Principal
Pink Copy - Exceptional Student Center
Gold Copy - Guidance

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: II

DATE: TIME: 8:00 a.m.-12:00 noon

LOCATION:

THE REFERRAL PROCESS.....8:00 a.m.-9:00 a.m.

Referral Form - Description and Completion Information
Parent Permission Form
Parent Information Form
CTBS or Other Related Achievement and IQ Scores
Classroom Observation Reports
Cumulative Folder and School Related Information
Medical Information

SCREENING PROCEDURES: PART I.....9:00 a.m.-10:00 a.m.

Speech and Language Screening - (9:00 - 9:20)
Auditory Acuity Assessment - (9:20 - 9:40)
Visual Acuity Assessment - (9:40 - 10:00)

MORNING BREAK.....10:00 a.m.-10:15 a.m.

SCREENING PROCEDURES: PART II.....10:15 a.m.-12:00 noon

Administration and Analysis of SLD Checklist
Instructions for Selecting Work Samples
Practicum Assignment Sheet #1

Teachers are to return to individual schools to evaluate students for the balance of the day.

PRACTICUM ASSIGNMENT SHEET #1

Each participant will be competent in compiling and maintaining student folder data which comply with the practicum components. The tasks required for completion of Session I are listed in the following section. Initial and date each item when completed.

	<u>PARTICIPANT</u>	<u>PLT MEMBER</u>
1. Select two students who are potential candidates for SLD placement and three incomplete student folders.	_____	_____
2. Complete the listed items for all five folders:		
Parent Permission Form	_____	_____
Parent Information Form	_____	_____
Classroom Observation Reports	_____	_____
Referral Form:		
CTBS/Achievement Test	_____	_____
IQ Scores	_____	_____
Cum. Folder Information	_____	_____
Medical Information	_____	_____
Other Information Requested by Psychologist	_____	_____
Statement On:		
Speech/Language Screening	_____	_____
Auditory Acuity Assessment	_____	_____
Visual Acuity Assessment	_____	_____
Degree of Physical Handicap	_____	_____
3. Evaluation of Completion of Session #2 - practicum assignment must be submitted to one PLT member assigned for each of the above items. The PLT member must initial beside item when evaluated as acceptable and/or complete.		
4. Collect work samples for use in Session III Lab Activity.		

PSYCHOLOGICAL SERVICES
The School Board of Broward County, Florida

Case No. _____

Sid No. _____

Received _____

Student referred before? ☐ Yes ☐ No

Referral for psychological consultation (confidential, for professional use only)
The referral provides basic information for making a diagnostic evaluation: therefore,
each section must be complete. A Parent Permission Form (A-2) must be signed and
attached.

I. School _____ Phone _____ Teacher: _____

Student's name _____
(Last) (First) (Middle) (Nickname)

Birth Date _____ Age _____ Grade _____ Sex _____

Race _____ Home phone _____

Father _____ Occupation _____ Education _____

Mother _____ Occupation _____ Education _____

Address _____ City _____ Zip _____

Attendance Good Poor No. brothers Older Younger No. sisters Older Younger

II. HEALTH DATA Give date & source of last examination where applicable; rate others
"Good," "Fair," "Poor". If there is reason to believe a defect in one or more
areas of the Health Data is contributing to the referring problem, examination(s)
and/or treatment should be obtained before referral is made for psychological
consultation.

Hearing _____ Coordination _____

Speech _____ Speech therapy yes no Physical defects _____

Vision _____ General health _____

III. TEST DATA

Achievement Tests	Date Given	Grade	CA	Results
-------------------	------------	-------	----	---------

Reading Tests				
---------------	--	--	--	--

Intelligence Tests	Date Given	Grade	CA	Lang. IQ	Non Lang. IQ	Total IQ
--------------------	------------	-------	----	----------	--------------	----------

IV. PROFESSIONAL CONTACTS

Remedial academics Yes ☐ No ☐ Where? _____

Other psychological or psychiatric services Yes ☐ No ☐ Who? _____

Other Yes ☐ No ☐ Where? _____

V. Describe the referral problem. Please be as specific and complete as possible. How can Special Services personnel help? (If problem is behavioral, attach anecdotal record describing incidents during the past month).

VI. What specific programs have been tried this year to remedy this problem? _____

Results: _____

VII. At what instructional levels can this student successfully function? (i.e., 4.2; 1.6; etc.)
Include reading, math, and other academic subject areas appropriate for this grade level.

SUBJECT	GRADE LEVEL	SUBJECT	GRADE LEVEL
1. _____	_____	3. _____	_____
2. _____	_____	4. _____	_____

VIII. Describe the student's current general behavior, including his relationship to peers and teacher(s). _____

IX. Describe the family structure, atmosphere, and parental attitudes. _____

X. Summarize the student's general school history, academic and behavioral.

When did the problem begin? _____

XI. Other Pertinent Information:

XII. _____
Date

Signature of Principal

Signature of Person Making Referral (Specify)

THE SLD EDUCATIONAL PROCESS EVALUATION PRACTICUM

PROCEDURES FOR INITIATING AND COMPLETING REFERRALS FOR HEARING, SPEECH AND LANGUAGE SCREENING

In compliance with the SLD component of the District Procedures, each student must be administered appropriate audiometric, speech and language screening instruments. The screening must be completed prior to submitting a referral to Special Services for In-depth Evaluation.

1. The request is initiated through the Guidance Counselor or the Psychologist to the school-based Speech Clinician.
2. Schools which do not have a Speech Clinician should forward a request directly to the Speech and Language Diagnostician on the Area Special Services Team.
3. The school-based Speech Clinician is responsible for:
 - A. Administration of an audiometric sweep test.
 - B. Administration of a speech and expressive language screening test.
 - C. Completion of the Evaluation of Hearing, Speech and Expressive Language Form.

Adequate results indicate that hearing, speech and language is not a significant problem to the learning disability.

Inadequate findings are referred either to the Educational Audiologist or to the Speech and Language Diagnostician for the appropriate In-depth Assessment.

4. The In-depth Assessment results will be recorded on the original Evaluation Form, returned to the Speech Clinician based at the referring school and retained in the Student Folder for review by the School Placement Committee.
 - A. The audiological assessment should include specific educational recommendations and additional reports as warranted.
 - B. The speech and language assessment should include specific educational recommendations and additional reports as warranted.
 - C. The recommendation for possible review for placement in a Language Disability Class may be requested after the In-depth Assessment. The statement will be recorded on the original Evaluation Form. The Speech and Language Diagnostician will assume responsibility to assure that the Speech Clinician, Guidance Counselor and Psychologist are informed of the alternative program placement request.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

EVALUATION OF HEARING, SPEECH, AND EXPRESSIVE LANGUAGE

Name _____ School _____

Birthdate _____ Grade _____ Class _____

SCREENING

	<u>Date Tested</u>	<u>Adequate</u>	<u>Inadequate</u>	<u>Remarks</u>
Audiometric Sweep Test	_____	_____	_____	_____
Speech	_____	_____	_____	_____
Expressive Language	_____	_____	_____	_____

_____ Hearing, Speech and Language is not a significant problem to education.

Recommendations: _____

_____ Date: _____
Speech Clinician

FOLLOW-UP

Audiometric Evaluation: _____

_____ Hearing is not a significant problem to education.

Recommendations: _____

_____ Date: _____
Audiologist

In-depth Speech and Language Evaluation: _____

_____ Speech and Language is not a significant problem to education.

Recommendations: _____

_____ Date: _____
Speech Pathologist

Note: The Guidance Counselor will be responsible to place this form when completed in the child's Special Education Folder.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
September 1975

SUMMARY OF CHECKLIST CONCERNS

(Attach to Appendix B SLD Checklist Form and Work Samples)

Areas of possible learning disabilities (check those applicable):

- ☐ Gross motor coordination
- ☐ Fine motor coordination
- ☐ Visual perception
- ☐ Visual-motor processing
- ☐ Auditory perception
- ☐ Conceptual development
- ☐ Language development
- ☐ Auditory-verbal processing
- ☐ Behavior
- ☐ Academic skills

Comments on work samples:

_____(Signature)

_____(Position)

_____(Date)

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: III

DATE: TIME: 8:00 a.m.-12:00 noon

LOCATION:

REVIEW OF SESSION II.....8:00 a.m.-8:45 a.m.

General Question and Answer Discussion Group
Evaluation - Practicum Assignment Sheet #1

SCREENING PROCEDURES PART II (CONT'D).....8:45 a.m.-12:00 noon

Selection and Analysis of Work Samples (8:45 - 9:15)
Mini-Lab Analysis of Work Samples (9:15 - 10:00)

MORNING BREAK.....10:00 a.m.-10:15 a.m.

Introduction and Administration of Informal
Screening Evaluation (10:15 - 11:15)
Analysis of Informal Screening Evaluation (11:15-12 noon)

Practicum Assignment Sheet #2

Teachers are to return to individual schools to evaluate students for the balance of the day.

PRACTICUM ASSIGNMENT SHEET #2

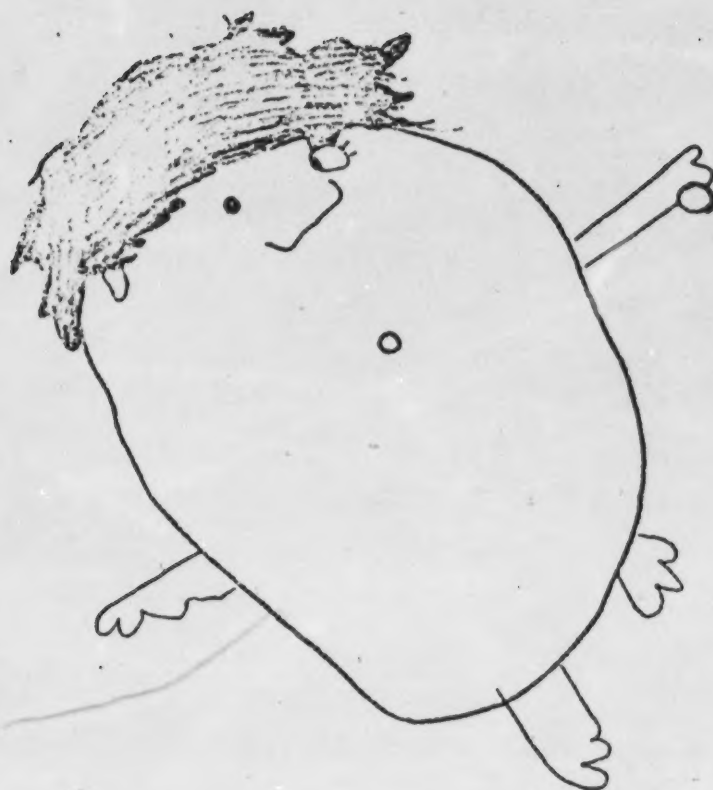
The tasks required for completion of Session III are listed below. Initial and date each item when completed.

	<u>PARTICIPANT</u>	<u>PLT MEMBER</u>
1. From the five folders initiated in Assignment #1, select the two for the potential SLD candidates.	_____	_____
2. Complete the listed items on these two folders:		
Work Samples, Items 1-5 (as applicable)	_____	_____
Analysis of Work Samples on SLD Checklist Summary	_____	_____
SLD Checklist	_____	_____
Checklist Summary Sheet	_____	_____
Informal Screening Evaluation	_____	_____
Screening Summary Sheet	_____	_____
3. Evaluation of completion of Session #3 - practicum assignment must be submitted to the PLT member assigned to the above items. The PLT member must initial beside item when evaluated as acceptable and/or complete.		
4. Read the following test manual in preparation for Session IV:		
(Weyman) Test of Auditory Discrimination		
Peabody Picture Vocabulary Test		
Detroit: Auditory Subtests #4, #6, #13.		

MALE

CA: 7-9

Ronnie



An example of poor body image.
Rotation of letter "e".

Hen and Chicks

Family of little chicks

is called a rooster

He weighs 8 1/2 pounds

He's a rooster + 15 eggs

1. Letter size constancy
2. Position-in-space
3. Fragmentation
4. Letter reversals
5. Spatial relations

Poor body image (disconnected body parts).

FEMALE

CA: 8-10



MALE

CA: 9-10

61



Body parts omitted.
Possible poor self-concept.

69

1 2 3 4 5
1 2 3 4 2

6 7 8 9 10
6 7 8 9 10

Ⓜ CA: 6-4

Jeffrey

4/2/73

That is a lady! ⁴ behind the counter
and show me a lot more ⁴ people
show and that is ⁴ children and
a elevator ³ and ³ class.

→ 2 →

He is more people stop.

1. Spelling recall
2. Position-in-space
3. Poor letter formation
4. Size constancy

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

EXCEPTIONAL STUDENT EDUCATION

SPECIFIC LEARNING DISABILITIES

SCREENING FORMS

FROM

DISTRICT PROCEDURES

for providing

SPECIAL EDUCATION FOR EXCEPTIONAL STUDENTS

SCREENING FORMS CONTENT

DATE COMPLETED	ITEM	PAGE
_____	Student Identification Information	3
_____	Early Identification Program Teacher Observation Inventory - Grades K-1 (Appendix B-1)	4
_____	SLD Checklist Form (Appendix B-2)	5 - 7
_____	Work Sample Form (Appendix C)	8
_____	Informal Screening Evaluation (Appendix D)	9 - 16
	Student Work Sheets for the Informal Screening Evaluation	
	1) Section D-1: Identification of Letters and Numbers	17
	2) Section D-2: Sequential Order	18

STUDENT IDENTIFICATION INFORMATION

Student's Name _____

School _____

Grade _____ C.A. _____

Date _____

Examiner _____

Student's Signature _____

SPECIFIC LEARNING DISABILITIES

EARLY IDENTIFICATION PROGRAM TEACHER OBSERVATION INVENTORY
GRADES K-1)

STUDENT NAME _____

DATE _____

TEACHER NAME _____

Possible Behavior Patterns in Children with Potential Learning Problems
Check appropriate blank if child has difficulty in that area.

- _____ 1. Has difficulty walking, running, jumping; or skipping. Falls or stumbles often.
- _____ 2. Spills food more than other children.
- _____ 3. Noticeable difficulty writing, using crayons, or cutting with scissors or tracing.
- _____ 4. While working, eyes are too close to the paper or head rotated at an angle.
- _____ 5. Reluctance or difficulty in doing manipulative tasks such as beads, puzzles, blocks.
- _____ 6. Reversal of letters and numbers.
- _____ 7. Doesn't seem to be learning.
- _____ 8. Makes errors in copying from chalkboard to paper on desk.
- _____ 9. Unable to complete work.
- _____ 10. Loses place often during reading, omits words, re-reads or skips lines.
- _____ 11. Inclined to become confused in number processes; gives illogical responses.
- _____ 12. Hyperactive and restless.
- _____ 13. Behavior goes in cycles.
- _____ 14. Quality of work may vary from day to day.
- _____ 15. Daydreaming alternating with hyperactivity.
- _____ 16. Lacks a variety of responses, repeats himself in many situations.
- _____ 17. Easily distracted, lacks continuity of effort and perseverance.
- _____ 18. Explosive and unpredictable behavior.
- _____ 19. Upset by changes in routine.
- _____ 20. Confused in following directions or must have them repeated often.
- _____ 21. May demand much attention.
- _____ 22. Often withdraws quickly from group activities.
- _____ 23. May have difficulty relating with other children.
- _____ 24. Confused and apprehensive about rightness of response; indecisive.
- _____ 25. Classroom comments are often "off the track" or peculiar.
- _____ 26. Difficulty in reasoning things out logically with others.

SPECIFIC LEARNING DISABILITIES

SLD CHECKLIST FORM

INSTRUCTIONS: Please complete all items on the checklist using the following rating procedure Y (YES), N (NO), I (INCONSISTENT). The items starred may be omitted for secondary level students. Work samples must be attached to this form based on the information provided in WORK SAMPLE FORM (SLD APPENDIX C).

STUDENT NAME: _____ C.A. _____ GRADE: _____

TEACHER: _____ DATE: _____

- I. _____ Has coordinated gait
 _____ Bumps into furniture*
 _____ Finds way around school*
 _____ Catches ball
- II. _____ Has correct pencil hold*
 _____ Has correct paper hold and slant*
 _____ Cuts with precision*
 _____ Manipulates small objects easily
 _____ Forms letters and numbers adequately
- III. _____ Has established handedness*
 _____ Knows left and right on self and things
 _____ Perverses letters or numbers in reading or writing
 _____ Rotates letters or numbers in reading or writing
 _____ Identifies body parts*
- IV. _____ Copies at far point (from board)
 _____ Discriminates (geometric shapes, letters, numbers, combinations)*

- _____ Matches (geometric shapes, letters, numbers, combinations)*
- _____ Remembers visual sequence (in spelling, reading, writing)
- _____ Spaces letters, numbers, words appropriately
- _____ Loses place in reading and/or in copying

- V. _____ Needs oral directions repeated
- _____ Can follow a series of directions in sequential order
- _____ Understands simple oral communication (directions, story, conversation)
- _____ Discriminates sound differences (words, phonics)

- VI. _____ Labels common objects*
- _____ Talks in complete sentences
- _____ Speaks without articulation errors (according to age)
- _____ Speaks with correct syntax (for age)
- _____ Uses vocabulary adequate for age

- VII. _____ Knows birthdate
- _____ Knows address and telephone number
(ELEMENTARY - oral response SECONDARY - written response)
- _____ Names days of week in correct sequence
(ELEMENTARY - oral response SECONDARY - written response)
- _____ Names months of year in correct sequence
(ELEMENTARY - oral response SECONDARY - written response)
- _____ Knows current date
(ELEMENTARY - oral response SECONDARY - written response)
- _____ Tells time (suitable to age)
- _____ Gives simple opposites (day, white, dark, heavy, etc.)

- VIII. _____ Says alphabet in sequence*
- _____ Writes alphabet in sequence (lower cases)
- _____ Identifies letters out of sequence*
- _____ Writes letters out of sequence on dictation

- _____ Can write first and last name
- _____ Arranges words in alphabetical order (SECONDARY STUDENTS ONLY)
- IX. _____ Counts from 1-30 in sequence*
- _____ Writes from 1-30 in sequence*
- _____ Identifies numbers out of sequence
- _____ Writes numbers out of sequence on dictation
- _____ Arranges numbers in numerical order (SECONDARY STUDENTS ONLY)
- _____ Knows number facts (according to age)
- X. _____ Works independently
- _____ Uses appropriate verbalization during task
- _____ Attends to task
- _____ Uses appropriate activity during task
- _____ Completes task during time allotted
- _____ Emotional lability
- _____ Says "I can't" to task assignment
- _____ Says "I won't" to task assignment
- _____ Physically aggressive to peers (hits, pokes)
- _____ Daydreams

PLEASE NOTE: ATTACH WORK SAMPLES

SPECIFIC LEARNING DISABILITIES

SCREENING FOR SPECIFIC LEARNING DISABILITIES

WORK SAMPLE FORM

The following work samples are to be attached to the Early Identification Checklist (grades K-1) and/or the SLD Characteristics Checklist. Include the original task requirement (e.g., spelling; include the list of words the student was required to spell from dictation).

Items 1 - 4 Complete for elementary

Items 1 - 5 Complete for secondary

1. Drawing of a person in pencil on unlined paper.
2. Uncorrected arithmetic paper. (For K-1 submit a written statement if child can perform only on an oral level).
3. Uncorrected spelling paper. (For K-1 submit a written statement if child can perform only on an oral level).
4. Uncorrected near-point copy of printed material.
5. Uncorrected original paragraph.

SPECIFIC LEARNING DISABILITIES

INFORMAL SCREENING EVALUATION

SECTION 1

A. GENERAL AND TEMPORAL CONCEPTS

INSTRUCTIONS: The student is required to give basic identification information in items 1-9. Record the student's exact oral responses to each item in the appropriate space as indicated. Written responses by the student are to be completed on page 10.

<u>Grade Level</u>	<u>Items</u>	<u>Required Response</u>
K-3	1-8	Oral
4-6	1-9	Oral & Written
7-12	1-9	Written

<u>Items</u>	<u>Oral Response Record</u>
--------------	-----------------------------

- Name _____
- Address _____
- Phone Number _____
- Birthdate _____
- School Name _____
- Current Date _____
- Days of Week (Check if correct, enter NP for No Response, DK for don't know, record oral response given, number the sequence student used in naming days).

Sunday _____	Monday _____	Tuesday _____
Wednesday _____	Thursday _____	Friday _____
Saturday _____		

- Months of the Year (Record responses same as for item 7).

January _____	February _____	March _____
April _____	May _____	June _____
July _____	August _____	September _____
October _____	November _____	December _____

- Parents' Names: Mother _____
Father _____

WRITTEN RESPONSES

ITEM

1. Name _____
2. Address _____
3. Phone Number _____
4. Birth Date _____
5. School Name _____
6. Current Date _____
7. Days of Week _____

8. Months of Year _____

9. Parents' Names _____

10. Ask student (Grades 2-12) to read the time on a clock. Use at least 3 of the following time readings. Record student oral response in the space provided. Check if correct, enter NR for No Response, DK for Don't Know and record exact response if incorrect.

- a. (2:00) _____
- b. (3:30) _____
- c. (4:10) _____
- d. (6:35) _____
- e. (9:56) _____

11. Ask student (Grades 4-12) to locate the following information on a calendar. Check if correct and record exact response if incorrect.

- a. Today _____
- b. Yesterday _____
- c. Tomorrow _____
- d. Week from Today _____
- e. Week Ago _____
- f. Next Month _____
- g. Last Month _____
- h. The 3rd Tuesday in July _____

B. SEQUENCE OF ALPHABET AND NUMBERS

1. Ask student (Grades K-5) to say the letters of the alphabet in sequence without visual clues. Record responses exactly as given by the student.

Check if sequence was incorrect: _____

Check if repetitions were used: _____

2. Ask student (Grades K-5) to say the numbers 1-30 in sequence without visual clues. Record responses exactly as given by student.

Check if sequence was incorrect: _____

Check if repetitions were used: _____

3. Ask student (Grades 1-12) to write the lower case letters of the alphabet in sequence on a separate sheet of unlined paper. Do not use an oral dictation approach or visual clues.

4. Ask student (Grades 1-5) to write the numbers 1-30 in sequence on a separate sheet of unlined paper. Do not use an oral dictation approach or visual clues.

5. Ask student (Grades 6-12) to write 30 numbers in sequence starting with 983 on a separate sheet of unlined paper. Do not use an oral dictation approach or visual clues.

C. DICTATION OF LETTERS AND NUMBERS

1. Ask student (K-12) to write the following lower case letters and numbers from dictation on a separate sheet of lined paper.

<u>Letters</u>	q	j	m	z	t	p	a	w	g	y	
	c	n	b	s	v	d	f	h	r	k	
<u>Numbers</u>	6	3	9	17	24	36	15	2	19	27	8

D. IDENTIFICATION OF LETTERS AND NUMBERS

1. Present the letters and then numbers to the student which are on Student Sheet D1.

Ask student (Grades K-5) to identify the letters and numbers. Check each letter and number below which is correctly identified. Record below any incorrect responses for each letter or number.

<u>Letters</u>	s	f	q	w	k	z	y	m	j	a
	p	t	h	v	n	g	r	d	u	c
<u>Numbers</u>	4	7	9	18	25	31				
	6	19	2	27	3	44				

2. Ask student (Grades 6-12) to arrange the nonsense words and numbers in alphabetical or sequential order. The student should respond in the spaces provided on the Student Sheet labeled D2.

SECTION II

<u>A. LATERALITY</u> (Grades K-12)	YES	NO	INCONSISTENT
1. Identifies left and right on self	_____	_____	_____
2. Identifies left and right on objects	_____	_____	_____
3. Identifies left and right on others	_____	_____	_____
<u>B. GROSS MOTOR</u> (Grades K-12; omit items e, f and g for secondary students)			
1. Observe:	ADEQUATE		INADEQUATE
a. Posture standing	_____		_____
b. Posture sitting	_____		_____
c. Catching a ball	_____		_____
d. Throwing a ball	_____		_____
e. Hopping without losing balance:			
Left Foot	_____		_____
Right Foot	_____		_____
f. Balancing with eyes closed for 30 seconds:			
Left Foot	_____		_____
Right Foot	_____		_____
g. Skipping, alternating feet	_____		_____
h. Rhythm pattern (feet or hands)	_____		_____
Hop:			
Left, Left			
Right			
Left	_____		_____
Clap			
Clap, Clap			
Clap, Clap, Clap	_____		_____

C. FINE MOTOR (Grades K-12; omit items c and d for secondary students)

1. Observe:	ADEQUATE	INADEQUATE
a. Pencil hold	_____	_____
b. Paper hold	_____	_____
c. Cutting	_____	_____
d. Outlining	_____	_____
e. Manipulating small objects	_____	_____

D. BODY PARTS (Grades K-5)

1. Identifies:	YES	NO	INCONSISTENT
Arm	_____	_____	_____
Leg	_____	_____	_____
Neck	_____	_____	_____
Knee	_____	_____	_____
Shoulder	_____	_____	_____
Ankle	_____	_____	_____

E. VISUAL TRACKING (Grades K-5)

1. Observe (Have student hold head still, and with eyes follow visual tracking of moving pencil tip or other tracking object):

	SMOOTH	NOT SMOOTH
Horizontal	_____	_____
Vertical	_____	_____
Diagonal	_____	_____
Convergence	_____	_____

SECTION III

A. CONVERSATION (Grades K-12)

1. Observe:	ADEQUATE	INADEQUATE
a. Speech (articulation)	_____	_____
b. Language Usage:		
Syntax	_____	_____
Sentence Length	_____	_____
Vocabulary	_____	_____

B. BEHAVIOR (Grades K-12)

1. Observe:	ADEQUATE	INADEQUATE
a. Authority relationship	_____	_____
b. Self-concept	_____	_____
c. Attention to task	_____	_____
d. Cooperation	_____	_____
e. Amount of activity during task	_____	_____
f. Amount of time to do task	_____	_____
g. Appropriate verbalization during screening	_____	_____

C. ADDITIONAL OBSERVATIONS (Optional - Grades K-12)

1. Behavior: _____

2. Visual-motor tasks: _____

3. Auditory-verbal tasks: _____

4. Other: _____

STUDENT WORK SHEET D-1
Identification of Letters and Numbers
Informal Screening Evaluation

s	f	q	w	k	z	y
m	j	a	p	t	b	v
n	g	r	d	u	c	

4	7	9	18	25	31
6	19	2	27	3	44

STUDENT WORK SHEET D-2
Sequential Order
Informal Screening Evaluation

Arrange the nonsense words and numbers in alphabetical or sequential order. The student should respond in the spaces provided below.

gradt	_____	8	_____
moul	_____	43	_____
vineb	_____	1322	_____
uwys	_____	17	_____
uutx	_____	101	_____
gnoch	_____	41	_____
pricuf	_____	836	_____

s f q w k z y
m j a p t b v
n g r d u c

4 7 9 18 25 31
6 19 2 27 3 44

SUGGESTED MATERIALS AND ACTIVITIES FOR INFORMAL SCREENING

	<u>Elementary</u>	<u>Secondary</u>
General and Temporal Concepts	toy clocks and watches manipulative calendar mailman game Telezonla bingo game making introductions objects, photographs or magazine pictures name tags rhymes and songs	bus schedules TV schedules engagement book various types of clocks and/or watches drivers' licenses social security cards credit or membership cards interviews job applications stopwatch
Letters and Numbers	manipulative letters and numbers matching games card games typewriter pipe cleaners and clay Alphabits, alphabet soup play money anagrams	telephone book card games "Thumper" coded messages typewriter incomplete forms poker chips, dice filing painting-by-numbers
Laterality and	"Simon Says" "Looby Lou" dance steps pictures of hands and feet	Twister maps drill routines magazine pictures
Body Parts	dolls people puzzles pictures mirror Angels-in-the-Snow	
Gross Motor Coordination	beach ball tennis ball jump rope hula hoop balance beam hopscotch jungle gym carnival toss games	basketball or volleyball softball frisbee ping pong ball rope horseshoes darts obstacle course bars and weights skateboard
Fine Motor Coordination	scissors pegboards tinker toys stencils and tracing paper paste and paper beans and pill bottles origami eating with utensils pouring	needle and thread jacks and ball small tools and hardware knitting or crocheting hand exerciser model making string tricks or art unlocking a door opening jars & cans

	<u>Elementary</u>	<u>Secondary</u>
Visual Tracking	flashlight colored marking pen lollipops ball on a string popsicle sticks miniature toys small seasonal decorations magazine tracking abacus	
Conversation	tape recorder story telling verbal games sentence completion echolalia	tape recorder joke telling verbal games sentence completion echolalia
Behavior	timer tape recorder puppets free time on playground free time in classroom timed assignment supervised class discussion	timer tape recorder creative dramatics free time in cafeteria or on patio free time in classroom timed assignment supervised class discussion

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: IV

DATE: TIME: 8:00 a.m.-12:00 noon

LOCATION:

REVIEW OF SESSION III.....8:00 a.m.-8:30 a.m.

General Question and Answer Discussion Group

SCREENING PROCEDURES PART II (CONT'D).....8:30 a.m.-12:00 noon

Administration and Analysis of Informal
Screening Evaluation (8:30 - 10:00)

MORNING BREAK.....10:00 a.m.-10:15 a.m.

Mini-Lab: Screening Materials and Techniques (10:15-11:15)

Evaluation Practicum Assignment Sheet #2 (11:15-12:00 noon)

Teachers are to return to individual schools to evaluate students
for the balance of the day.

Some Possible Dialectal Biases in the Fishbein Picture Vocabulary
Test for Speakers of Black English

Scoring Key: * = Bias is primarily linguistic

- * 1. Concept probably familiar, S may use a different word for it
- 2. Concept probably familiar, S probably has no word for it
- * 3. Concept probably familiar, word probably familiar, but possibly not recognized by S because of different pronunciation (includes differences in segmental or suprasegmental phonological features).
- 4. Concept probably familiar, but picture may be ambiguous or inappropriate for the S.
- * 5. Concept contained in the test is probably unfamiliar, word may be familiar but used in way different from that of the test.
- 6. Both the concept and the word could be unfamiliar to S.
- 7. No obvious conceptual or linguistic bias

(Each item equals approximately 2-3 months of mental age. Ten year old Ss need to obtain raw score of 75 to be at age level.)

<u>Item</u>	<u>Scoring</u>	<u>Item</u>	<u>Scoring</u>
1. table	7	25. cone	7
2. bus	7,4	26. engineer	1 (train man, driver)
3. horse	3	27. peeking	3
4. dog	7	28. kite	7
5. ball	7	29. rat	7
6. finger	3,4	30. time	7
7. boat	4	31. sail	4 (could also be #1)
8. children	4 (could also be #3)	32. ambulance	3
9. bell	4	33. trunk	7
10. turtle	7	34. skiin	6
11. climbing	4	35. hook	5
12. lamp	7	36. tweezers	7
13. sitting	7	37. wasp	3,4 (could also be #1)
14. jacket	7	38. barber	7
15. pulling	4 (could also be #3)	39. parachute	7
16. ring	3	40. saddle	7
17. nail	7	41. temperature	7
18. hitting	7	42. captain	4 (could also be #2 or #3)
19. fire	7	43. whale	6
20. ladder	7	44. cash	7
21. snake	7	45. balancing	4 (could also be #3)
22. river	7		
23. ringing	7		
24. bathing	1 (cooking		

<u>Item</u>	<u>Scoring</u>
46. cobweb	7
47. pledging	7
48. argument	1 (arguing)
49. hydrant	7
50. binocular	1 (spy glasses)
51. locomotive	1 (engine, train)
52. hive	6
53. reel	7
54. insect	1 (bug)
55. gnawing	1 (biting)
56. weapon	1 (gun)
57. bannister	4 (could also be #1)
58. idol	1 (statue)
59. globe	1 (world)
60. walrus	6
61. filing	6
62. shears	1 (scissors)
63. horror	1 (scared)
64. chef	1 (cook)
65. harvesting	7
66. construction	1 (building)
67. observatory	6
68. assistance	1 (help)
69. erecting	1 (building)
70. thoroughbred	6
71. casserole	6
72. ornament	1 (jewelry)
73. cobbler	1 (shoeman)
74. autumn	1 (fall)
75. dissatisfaction	4 (could also be #4)
76. scholar	1 (student)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
September 1975

SUMMARY OF CONCERNS IN SCREENING

(Attach to SLD Appendix D Informal Screening Evaluation)

Areas of possible learning disabilities (check those applicable):

- ☐ General and/or temporal concepts
- ☐ Alphabet and/or number sequence
- ☒ Laterality
- ☐ Gross motor coordination
- ☐ Fine motor coordination
- ☐ Identification of body parts
- ☐ Visual tracking
- ☐ Speech
- ☐ Verbal Language
- ☐ Behavior
- ☐ Visual-motor processing
- ☐ Auditory-verbal processing
- ☐ Other (e.g., visual perception, auditory perception)

Comments on specific problems (refer to page and item numbers):

(Signature)

(Position)

(Date)

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: V

DATE: TIME: 8:00 a.m. - 12:00 noon

LOCATION:

REVIEW OF SESSION IV.....8:00 a.m.-8:30 a.m.

General Question and Answer Discussion Group
Evaluation - Practicum Assignment Sheet #2

PROCESS TESTING: PART I.....8:30 a.m.-12:00 noon

AUDITORY PROCESS TESTING.....8:30 a.m.-11:45 a.m.

Observable Characteristics of Auditory Disabilities (8:30 - 9:00)

Introduction, Administration and Scoring of the
Peabody Picture Vocabulary Test (9:00 - 9:45)

MORNING BREAK.....9:45 a.m.-10:00 a.m.

Analysis of the PPVT (10:00 - 10:30)

Introduction, Administration and Scoring of Auditory
Discrimination Test (Wepman) (10:30 - 11:00)

Analysis of the Wepman (11:00-11:45)

INTRODUCTION TO THE DETROIT TESTS OF LEARNING APTITUDE..11:45 a.m.-12:00 noon

Practicum Assignment Sheet #3

Teachers are to return to individual schools to evaluate students
for the balance of the day.

PRACTICUM ASSIGNMENT SHEET #3

The tasks required for completion of Session V are listed below. Initial and date each item when completed.

	<u>PARTICIPANT</u>	<u>PLT MEMBER</u>
1. For the two folders of potential SLD candidates selected in Assignment #2, complete the listed items:		
Administration of the <u>Wepman</u>	_____	_____
Scoring of the <u>Wepman</u>	_____	_____
Interpretation of the <u>Wepman</u> on the <u>Wepman</u> Cover Sheet	_____	_____
Administration of the <u>PPVT</u>	_____	_____
Scoring of the <u>PPVT</u>	_____	_____
Interpretation of the <u>PPVT</u> on the <u>PPVT</u> Cover Sheet	_____	_____
2. Evaluation of completion of Session V - practicum assignment must be submitted to the PLT member assigned to the above items. The PLT member must initial beside item when evaluated as acceptable and/or complete.		

PRACTICUM ASSIGNMENT SHEET #4

The tasks required for preparation of Session VI are listed below. Initial and date each item when completed.

PARTICIPANT

Read Detroit Test Manual (entire)

Study Detroit Subtests #4, 6, 13 (Auditory)

Study Detroit Subtests #3, 5, 9, 16 (Visual)

Study Suggestions for Administering the Detroit

Study Administration Model

Study Suggestions for Scoring the Detroit

PARTICIPANT

PLT MEMBER

Color-code Test Manual
(for tests 3, 4, 5, 6, 9, 13, 16)

Tab Test Manual

Tab Pictorial Booklet

Evaluation of preparation for Session VI - practicum assignment must be submitted to the PLT member assigned to the above items. The PLT member must initial beside item when evaluated as acceptable and/or complete.

The School Board of Broward County, Florida
Exceptional Student Education
April 1976

COVER SHEET FOR THE PPVT

(Attach to the PPVT Test)

Test Date: _____

Mental Age: _____

Intelligence Quotient: _____

Percentile Equivalent: _____

Comments on receptive vocabulary ability:

(Signature) _____

(Position) _____

(Date) _____

The School Board of Broward County, Florida
Exceptional Student Education
April 1976

COVER SHEET FOR THE WEPMAN

(Attach to the Wepman Test)

Test Date: _____

Test Results: _____

Comments on ability to discriminate fine differences in paired words:

(Signature) _____

(Position) _____

(Date) _____

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: VI

DATE: TIME: 8:00 a.m. - 12:00 noon

LOCATION:

REVIEW OF SESSION V..... 8:00 a.m.-8:30 a.m.

General Question and Answer Discussion Group Evaluation -
Practicum Assignment Sheets #3 and #4

PROCESS TESTING: PART II - DETROIT TESTS..... 8:30 a.m.-12:00 noon

AUDITORY SUBTESTS..... 8:30 a.m.-10:00 a.m.

Test #4 - Verbal Opposites: Demonstration - Group Participation
Test #6 - Auditory Attention Span for Unrelated Words: Demonstration
Test #13 - Auditory Attention Span for Related Syllables: Demonstration

MORNING BREAK..... 10:00 a.m.-10:15 a.m.

VISUAL SUBTESTS..... 10:15 a.m.-12:00 noon

Test #3 - Pictorial Opposites: Demonstration
Test #5 - Motor Speed and Precision: Group Participation
Test #9 - Visual Attention Span for Objects: Demonstration
Test #16 - Visual Attention Span for Letters: Demonstration
Lab: Practice in Administering Detroit Visual Subtests

Practicum Assignment Sheet #5

Teachers are to return to individual schools to evaluate students for
the balance of the day.

PRACTICUM ASSIGNMENT SHEET #5

The tasks required for completion of Session VI are listed below. Initial and date each item when completed.

	<u>PARTICIPANT</u>	<u>PLT MEMBER</u>
1. For the two folders of potential SLD candidates selected in Assignment #2, complete the listed items (as applicable):		
Administration and Scoring of Detroit #4	_____	_____
Administration and Scoring of Detroit #6	_____	_____
Administration and Scoring of Detroit #13	_____	_____
Administration and Scoring of Detroit #3	_____	_____
Administration and Scoring of Detroit #5	_____	_____
Administration and Scoring of Detroit #9	_____	_____
Administration and Scoring of Detroit #16	_____	_____
Recording of raw scores, mental ages and problems observed (interpretation column) on Pupils Record Booklet	_____	_____
2. Evaluation of completion of Session VI -practicum assignment must be submitted to the PLT member assigned to the above items. The PLT member must initial beside item when evaluated as acceptable and complete.		
3. Read the Key Math Diagnostic Arithmetic Test manual in preparation for Session VII.		

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

Detroit Subtests Recommended on District Procedures

Visual Processing:

Test 5: Motor Speed and Precision -
for visual-motor processing.

Test 16: Visual Attention Span for Letters - and

Test 9: Visual Attention Span for Objects - for visual
memory (sequential).

Test 3: Pictorial Opposites - for visual association.

Auditory Processing:

Test 6: Auditory Attention Span for Unrelated Words - and

Test 13: Auditory Attention Span for Related Syllables - for
auditory memory (sequential).

Test 4: Verbal Opposites - for auditory association.

EMY:mm
1/13/75

Suggestions for Administering Detroit Tests (to be used with the test manual)

I. General Information:

Using the Detroit as a basis for diagnosis, 9 - 13 tests are recommended; 13 maximum; rarely are the 19 subtests administered.

District Procedures recommend specific subtests to substantiate findings or to pinpoint specific problems in the visual or auditory processing for diagnosing learning disabilities, emotionally disturbed, or socially maladjusted.

To ascertain a general mental age or to profile, administer at least 9 tests.

Certain tests should be omitted for specific mental ages (see pg. 4)

This should be adhered to carefully.

If the mental age is not known:

compute it from the IQ (see manual or utilize mechanical calculator)

at least estimate comparably with CA

in cases where possible, estimate suspected MA (within 1-2 years)

E.G., Test 16, Visual Attention Span for Letters: omit for 3 - 6 year olds, as may be too difficult. Test 14, Number Ability: omit over 9 years, as may be too easy.

Tests are classified by test authors to measure certain mental faculties (see ii).

Explanation of these faculties according to subtest measurements is described on pgs. 112 - 115. Tentative groupings with their possible relationship to school skills are offered. Use cautiously in interpretation (research doesn't always support factor claims). Task analysis relating process to skill on test may be more useful. E. G., Test 5, Motor Speed and Precision, involving speed and accuracy of fine motor muscles, does relate to handwriting, particularly for good speed and form.

For best overall diagnosis, select one each area.

See pgs. 104 - 107 for directions in adapting subtests to particular problems.

Administration time: 2 sessions if over maximum (13 or more) tests used.

suggest 2 sessions if doing more than the individual tests recommended by the District Procedures (for clinical population); or if subject is very anxious; or other tests are also included. Could be done within an hour.

Individually administered, except in small groups (3 - 4) on certain tests:

Test 4, Verbal Opposites, #19, Likenesses and Differences, where older children (10 - 12 and older) can record own answers.

Test 16, Oral Directions, which is a paper and pencil task.

Suggest # 5, Motor Speed and Precision, could also be handled, by older children, if not under stress.

Caution: Watch for coping, examining record booklet (previous test notes).

Examiner records, except: student records # 5, # 12, # 14 (last item) #17 #18

Older students also # 4, # 19.

Time limits: certain tests - use stop watch or second hand - (see manual).

Materials: (manual; student record booklet; presentation pictorial book)

pencils (sugg at no or 20); 5 x 8 " card; 20 pennies; see also Test 7.

II. Specific Suggestions:

Color-code manual - highlight directions examiner uses, circling in contrasting color key words (emphasis purposes), basals, ceilings, or timing information, mark age limits in margin, change to underlining in different color scoring details.

Administration Model - quick, easy cued-in method to learn administration - has all information in one place.

Tab test manual: omit tests page, beginning of test section, specific tests for District Procedures, scoring section, norms - will speed test administration and scoring.

Tab pictorial material (presentation book): beginning of each test section, subdivide # 12 for each new set of figures, # 16 for each new set of letters - will help to smooth handling of pictures.

Book movement: first check pictorial book: are all pages correctly printed (upside down? etc.)?

three ways of operating easy or smooth book handling as well as increasing speed of administration and to assist in holding attention to visual task:
requires careful practice

learn to flip one page at a time, closing book between each stimulus - writing hand assists in maneuver but is free to move from book to paper to record - opposite hand never lets go of book during subtest administration, moves thumb and index finger to corner to manipulate page turning - rhythm - show/close - writing hand records while other hand turns page/open and flip under at same time page not to be seen/close again (close between every item), both hands do the open-flip operation.

(above is most difficult method, requires most practice, but is best)

or: move non-writing hand down stimulus picture page to hold attention by pointing to material to be looked at.

or: use 5 x 8 " card as a cover over items not to be looked at.

Directions - be sure clearly understood before starting - Decide what does test measure to determine the use of explanation. E.G., on the "absurdity" tests the tests measure comprehension of relationships, conceptualization, not vocabulary, so perhaps one should be sure the student understands the words "silly", "foolish." Very few samples, demonstrations, and not always clearly explicit directions on the Detroit, so there is a large margin for subjectivity and inconsistency in administration. Where possible get some verbal assurance child understands task before beginning.

More verbatim recording more information for interpretation.

More rigidly scored more accurately measuring process for diagnosis.

To build administration skill when learning test: work on one test at a time (or several), doing on many subjects - tests consistency and eliminates subjectivity error - develops skill in handling pictorial material - builds recall of administration details (MA validity, time limits, basal and ceiling facts, recording ability, etc.) - begins to develop "experience" of recognizing response patterns. (This does not need to take a long time. Perhaps 5 - 10 trials on 1 - 3 tests at a time.)

III. Specific Subtest Recommendations:

Test # 5 Motor Speed and Precision

Tell younger child you will be checking (show him check mark) to indicate the time - tell him ahead to help him keep going and not to interpret this as an error on his part. Suggest you consider doing this also for anxious student (older) instead of having him mark it.

Test # 6 Auditory Attention Span for Unrelated Words

Practice timing with a second hand: one word per one second - rhythm important.

Try introducing test by asking examinee to be your "echo" or "copy cat", discussing what an echo or copy cat does. This may be less dry to him in repeating isolated words after you.

Test # 7 Oral Commissions

Sequence is important - record order of performance (mark over verbs in booklet).

Test # 9 Visual Attention Span for Objects

Timing is important - one second per object on card - - learn to internalize count "1001 -1002", etc. Rhythm : includes closing book between stimulus items for response.

Test #11 Free Association

Try introducing test by telling subject you'll be his secretary and take down all his words.

Test # 12 Memory for Designs

3 sections - follow directions carefully.

Handle presentation book carefully (B, C) - Don't let next design be seen ahead!

Time carefully.

Basal for older children in section A - note.

Test # 13 Auditory Attention Span for Related Syllables

Check speech, dialect first - sample especially final "s".

Suggest that subject be your tape recorder so must say exactly what you say, even if sounds funny. Emphasize "as I do".

Say sentences with expression, normally. Read ahead before doing.

Establish eye contact for attention.

Start as late an item as can, but get basal - to hold interest.

Record accurately for deeper interpretation.

Be very consistent in scoring - score rigidly.

Test # 14 Number Ability

Use card as a marker (cover).

Handle materials (pennies, pictures) smoothly.

Suggest reprint numbers (item 12) on separate sheet (permanent) on primary type (laminated) to copy off answers later, or on reprinted sheet to include with test booklet. Will be easier to read.

Test #16 Visual Attention Span for Letters

Timing and sequence important - needs practice.

Careful on directions - trials, basals, ceilings: Don't go further then needed!

Test # 17 Disarranged Pictures

Timing - watch.

Go over by yourself - know order - May need to show child how to do at first.

Suggest if it cuts frustration for examiner to write numbers of pieces for child if he can select them and stay within time allowance.

Test # 18 Oral Directions

Call this a "game" - treat it as such.

Memorize answers - watch for errors - don't go beyond ceiling.

Watch for time changes on items.

Don't allow student to start before directions completed.

Test # 19 Likenesses and Differences

Suggest if necessary repeating first example: questioning how alike? how different?

Be careful recording.

Be selective in test choice on Detroit - Some Wisc or ITFA subtests better indicator.

Elaine M. Young
Curriculum Specialist
Learning Disabilities/Gifted

EMY/e

January 1976

Administration 1x del

(omit 9th ma)

5-10" expose picture

1. Pictorial Absurdities

Score.....

(See pages 7-9 of Handbook and pages 1-18 of Pictorial Material)

- | | |
|-----------------------|------------------------|
| 1. Baby carriage..... | 10. Piano..... |
| 2. Man driving..... | 11. Boy violin..... |
| 3. Girl coat..... | 12. Wedding..... |
| 4. Child tray..... | 13. Boy writing..... |
| 5. Boy pail..... | 14. Vegetables..... |
| 6. Man money..... | 15. Fence posts..... |
| 7. Man paper..... | 16. Building..... |
| 8. Man rain..... | 17. Groceries..... |
| 9. Tree apples..... | 18. Child skating..... |

ceiling (3) zeroes in succession

Basal (2) in succession

(omit 10th ma)

2. Verbal Absurdities

Score.....

(See Pages 9-25 of Handbook)

- burger 1. Hurry horse.....
2. Man cane.....
3. Man combing hair.....
4. Snowy summer.....
5. Snow cherries.....
6. Sun midnight.....
7. Sister ring.....
8. Woman flames.....
9. Wife beds.....
- 8-10 years 10. String pail.....
- other 11. Morning supper.....
12. Ducks rain.....
13. Lights needle.....
14. Moon noon.....
15. Oranges.....
16. Skating ocean.....
17. Father Europe.....
18. Child drowning.....
19. Boy meat.....
20. Man feet.....

110

101

ceiling (3) zeroes in succession

Repeat Directions
only once

(omit 9ma)
3. Pictorial Opposites

5-10" for response

Score.....

(See pages 25-27 of Handbook and pages 19-36 of Pictorial Material)

- | | | | | | |
|-----------------|-----------------|----------|-----------------|--------------------|---------------------------|
| ✓ a. Flower pot | 1.. 2.. | 5. Truck | 1.. 2.. 3.. | 11. Rain | 1.. 2.. 3.. |
| b. Door | 1.. 2.. | 6. Kite | 1.. 2.. 3.. 4.. | 12. Smiling boy | 1.. 2.. 3.. |
| 1. Basket | 1.. 2.. | 7. Cat | 1.. 2.. 3.. | 13. Hand | 1.. 2.. 3.. 4.. 5.. |
| 2. Wagon | 1.. 2.. 3.. | 8. Toys | 1.. 2.. 3.. | 14. Vase | 1.. 2.. 3.. |
| 3. Tree | 1.. 2.. 3.. 4.. | 9. Coat | 1.. 2.. 3.. | 15. Table and ball | 1.. 2.. 3.. |
| 4. Boy's head | 1.. 2.. 3.. | 10. Auto | 1.. 2.. 3.. 4.. | 16. Fallen tree | 1.. 2.. 3.. ← <u>stop</u> |

Remind only once (omit 9ma)
(if not, or "un-
answers)

4. Verbal Opposites
(See pages 27-29 of Handbook)

Score.....

Sample: day-

- | | | | |
|-------------|--------------|----------------|------------------|
| 1. boy | 25. asleep | 49. dangerous | 73. create |
| 2. front | 26. come | 50. victory | 74. passive |
| 3. up | 27. add | 51. begin | 75. autocracy |
| 4. brother | 28. laugh | 52. deep | 76. reject |
| 5. wet | 29. daughter | 53. difficult | 77. loiter |
| 6. dirty | 30. strong | 54. lengthen | 78. ignorant |
| 7. young | 31. narrow | 55. costly | 79. diminish |
| 8. hot | 32. false | 56. succeed | 80. gradual |
| 9. dead | 33. love | 57. imprisoned | 81. abstract |
| 10. crooked | 34. remember | 58. entrance | 82. expand |
| 11. early | 35. pretty | 59. falsehood | 83. discord |
| 12. sour | 36. stale | 60. lend | 84. epilogue |
| 13. shut | 37. blond | 61. timid | 85. superfluous |
| 14. empty | 38. absent | 62. profit | 86. naive |
| 15. noisy | 39. same | 63. former | 87. anabolism |
| 16. tight | 40. raw | 64. vertical | 88. cause |
| 17. lost | 41. cruel | 65. maximum | 89. tentative |
| 18. north | 42. after | 66. complex | 90. intermittent |
| 19. sick | 43. sharp | 67. bless | 91. synthesis |
| 20. off | 44. evening | 68. unite | 92. clergy |
| 21. black | 45. friend | 69. convex | 93. diurnal |
| 22. heavy | 46. multiply | 70. asset | 94. magnify |
| 23. near | 47. wild | 71. inferior | 95. corpulent |
| 24. smooth | 48. public | 72. optimistic | 96. ecstasy |

ceiling - (5) failures in succession

Pencil (no eraser) 5. Motor Speed and Precision
(See pages 29-32 of Handbook)

5. Motor Speed and Precision

(See pages 29-32 of Handbook)

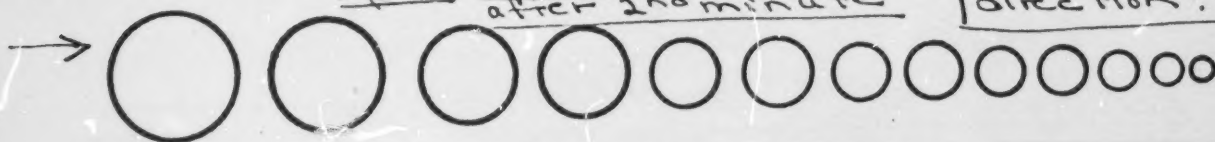
Mark - end of each minute
after 2nd minute

2' - Thru 5th grade
3' - 6th + 7th grades
4' - 8th + above

Score

☐ Right or ☐ Left

direction?



A dot grid paper template featuring a series of rows of circles. The circles are arranged in a grid pattern, with the number of circles per row increasing from 7 in the top row to 37 in the bottom row. Numerical labels are provided on the left side of the page, corresponding to the cumulative count of circles up to each row. The labels are: 7, 15, 24, 31, 47, 60, 76, 92, 111, 130, 149, 173, 197, 221, 245, 273, 301, 329, and 371. The circles are arranged in a grid pattern, with the number of circles per row increasing from 7 in the top row to 37 in the bottom row. The circles are arranged in a grid pattern, with the number of circles per row increasing from 7 in the top row to 37 in the bottom row.

6. Auditory Attention Span for Unrelated Words

(See pages 33-34 of Handbook)

Mark
order

(Words x second)

Score: Simple.....

Weighted.....

- 2 a cat ice
- 2 b dog ship
- 3 a man horse song
- 3 b pen girl cow
- 4 a cart bird desk road
- 4 b chair hen book vest
- 5 a head milk dress oats night
- 5 b pipe west fence coat mule
- 6 a fish clock heart sun box frog
- 6 b stone blot freeze door cut white
- 7 a skirt plant friends east tub barn hair
- 7 b mud vase north ten rain cross shoe
- 8 a ear boat key pig south knob ink rope
- 8 b flour skate fan spend lamp wool axe toad

stop

9. Visual Attention Span for Objects

(See pages 48-49 of Handbook, 37-50 of Pictorial Material)

Mark
order

Score: Simple.....

Weighted.....

- 2 a cat girl
- 2 b dog horse
- 3 a pig hand fork
- 3 b tree pail star
- 4 a watch boy fish pen
- 4 b hat top knife sled
- 5 a ring door shoe cake lamp
- 5 b stove cow lock kite wheel
- 6 a moon saw drum chair bread ear
- 6 b swing tub ball flag clock bird
- 7 a bed dress sun house box train king
- 7 b eye horn bell rake cup pear jug
- 8 a egg book key leaf church glove spoon fence
- 8 b soap fan broom hen rat comb goat screw

stop

Mark order

(omit 9+ma)
book
pencil
paper
penny

7. Oral Commissions

(See pages 34-35 of Handbook)

10-15" for response

Score.....

- 1 a Show me the window.
- b Stand up straight.
- 3 a Put this pencil on the table; then open the door; then fold your hands behind you.
- b Bring me that piece of paper; then close the door; then stand on this line.
- 4 a Walk to the window; then tap the floor once with your foot; then put this penny in my hand; then tell me your name.
- b Open the door; then put a mark on this paper; then bring me that book; then stand by the window.

stop

8. Social Adjustment A

(See pages 35-48 of Handbook)

Score.....

1. Throw stones.....
2. Radio disturbs.....
3. Break window.....
4. Play near sick.....
5. Stranger ride.....
6. House fire.....
7. Disease.....
8. Bus conductor.....
9. Broken glass.....
10. Worn clothes.....
11. Policeman court.....
12. House blocks.....
13. Banana peeling.....
14. Person sick.....
15. Sit next to.....
16. Find purse.....
17. Tired bed.....
18. Live wire.....
19. Team wins.....
20. R. S. V. P.....

ceiling: (3) failures in succession

(omit 14+) 10-20" for
ma response
10. Orientation Score.....
(See pages 49-58 of Handbook)

- | | |
|------------------------|-------------------------|
| 1. Taller..... | 22. Day..... |
| 2. Older..... | 23. Last year..... |
| 3. Stars..... | 24. Tomorrow..... |
| 4. Breakfast..... | 25. Turn around..... |
| 5. Day..... | 26. Face door..... |
| 6. Moon..... | 27. Month..... |
| 7. Hand head..... | 28. Season..... |
| 8. Thing front..... | 29. Year..... |
| 9. Things sky..... | 30. Time..... |
| 10. Thing head..... | 31. Middle street..... |
| 11. Dress wash..... | 32. State..... |
| 12. Store sugar..... | 33. Walked forward..... |
| 13. Same time..... | 34. Turned left..... |
| 14. Birthdays..... | 35. Time midnight..... |
| 15. Noon..... | 36. School day..... |
| 16. Midnight..... | 37. Tall..... |
| 17. Left foot..... | 38. Turned back..... |
| 18. Right hand..... | 39. Turned right..... |
| 19. After sunrise..... | 40. North Pole..... |
| 20. Month week..... | 41. South Pole..... |

21. Rig pot ceiling failures in succession

42. Leap year.....

11. Free Association.....
(See pages 56-58 of Handbook)

1 min. 2 min. 3 min. 4 min. 5 min.

Score..... Score..... Score..... Score..... Score.....

Cumulative Score..... Score..... Score..... Score.....

Record
1/2 minute intervals
3-7 yrs - 1' } time
6-9 " 2' } allowance
8-12 " 3'
11-15 " 4'
14+ " 5'

105

115

Pencil (no eraser) 12. Memory for Designs

(See pages 58-68 of Handbook)

Score A.....

B.....

C.....

Total

[COPY]

GROUP A
{ 2 failures } then B
{ ceiling }

(Point 1)

1



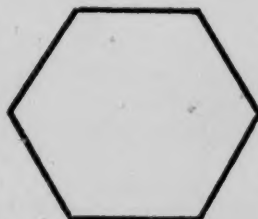
5 (10-12+)



2

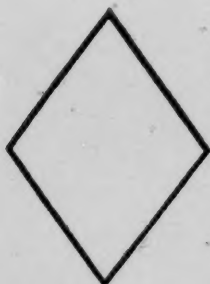


6



{ Basal
for
older
children }

3



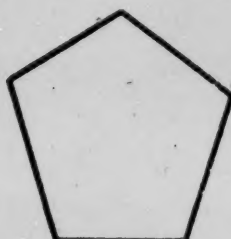
7



4



8

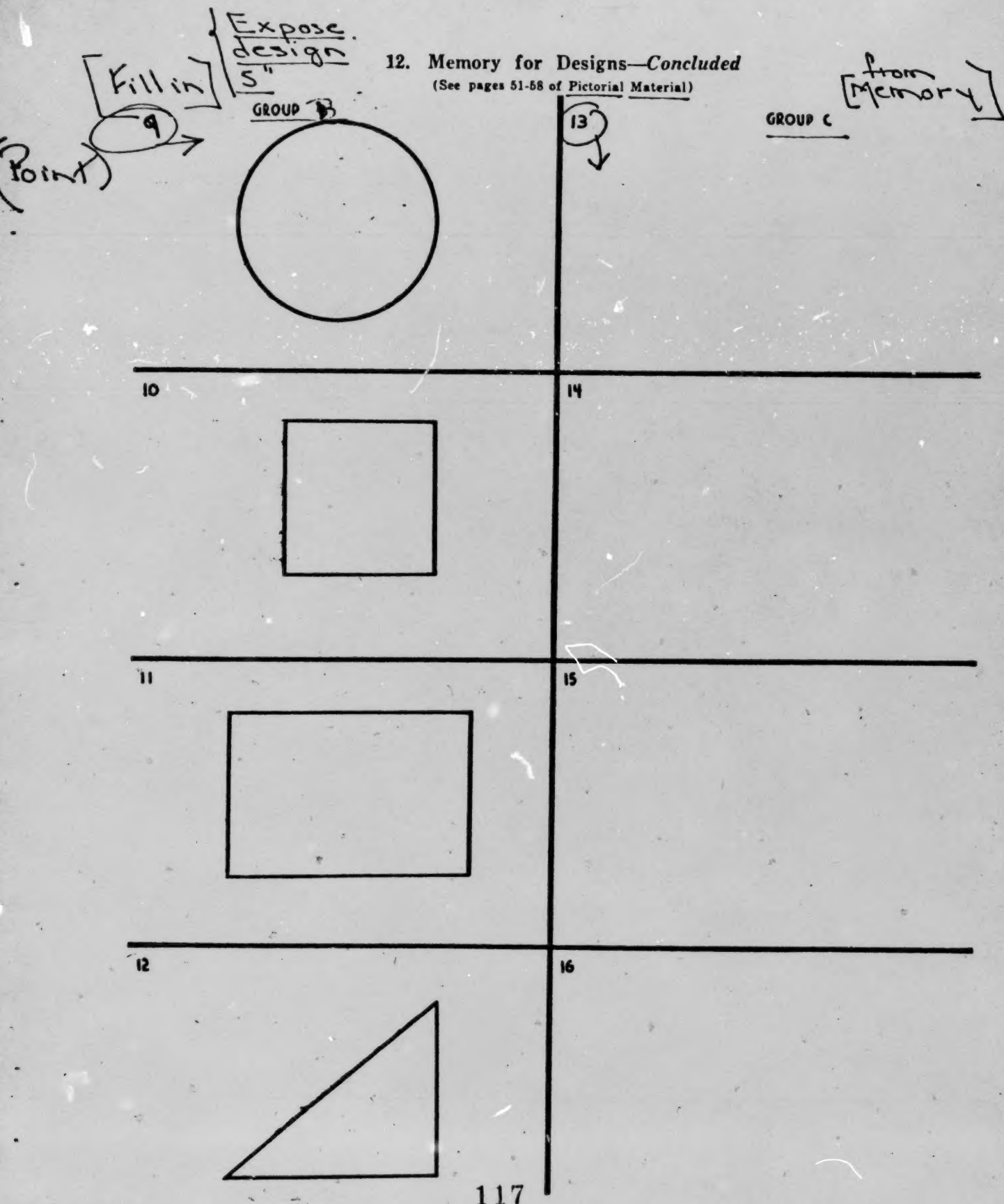


116

106

#

over



Ceiling: 2 successive failures #

Ceiling: 2 successive failures

13. Auditory Attention Span for Related Syllables

(See page 69 of Handbook)

Score.....

- No repeats
1. My doll has pretty hair. 2. We will go for a walk. 3. My dog chases the white cat.
 4. Our new car has four red wheels. 5. Henry likes to read his new book.
 6. Bring the broom and sweep the front room. 7. The bell on the engine rings loudly.
 8. On Sundays all of us go to church. 9. In summer we go North where it is cool.
 10. Green leaves come on the trees in early spring. 11. The airplane makes a loud noise when it flies fast.
 12. We saw a little fire on the way to school. 13. The sun shone brightly today and it hurt my eyes.
 14. The men painted our new house white with dark green blinds.
 15. They gave me some pretty shoes for my birthday last month.
 16. The art teacher comes to our own school three days a week.
 17. Ten persons went to a party where there was lots to eat.
 18. Three boys spent a happy day last week on a fishing trip.
 19. On Tuesday for lunch we had some fresh bread which our mother baked.
 20. Father must buy some new license plates for his car once each year.
 21. When the train passes the whistle blows for us to keep off the track.
 22. In the summer time the nights are very short and the days are long.
 23. We had a party for Jean last Monday with cake and ice cream to eat.
 24. At eight we go to bed and mother reads to us from our story books.
 25. Each year when the big circus comes to town father takes the whole family.
 26. Many boys and girls go to the movies on nights at the end of each week.
 27. My sister Mary has a pretty new doll which shuts its eyes and goes to sleep.
 28. The man who lives next door is a good neighbor and invites us for many rides.
 29. Last winter we made a big round snow man and put a little black hat on his head.
 30. In my uncle's home there was a soft red carpet on the floor of the living room.
 31. The day of the football game the weather was clear but chilly and the wind blew briskly.
 32. Because there were few vacant lots the police roped off our street so that we might be safe.
 33. On the Fourth of July my father puts on his army suit and joins his friends on parade.
 34. In fair weather and at high tide ships from many nations set sail for their own distant ports.
 35. The baseball team from our high school played fifteen games; they lost six but they ended in second place.
 36. Last night there was a large banquet at the hotel where many people dined and had a pleasant time.
 37. Our reading books at school have many fine stories which are short but very full of life and action.
 38. In the north country the days are very short in winter and the sun hangs low in the southern sky.
 39. China closets filled with all kinds of dainty dishes and cut glass lined the large walls of the dining room.
 40. On cold, clear nights hundreds of thousands of twinkling stars shine brightly from their cradles far up in the sky.
 41. In the heart of the Congo there are many kinds of beasts which are a nightly terror to the black natives.
 42. Down near the bank of the river is an estate from which sound the shouts of happy children hour after hour.
 43. Each four years voting takes place which results in many men being placed in office for terms of two years or more.

3 sentence failures (3 errors)
(ceiling)

Pencil (item 12)
in Pennies
CARD

(omitted)
14. Number Ability

(See pages 70-72 of Handbook and pages 59-60 of book of Pictorial Material for Exercise 11)

Score.....

289	892	982	629 (6)	91	81	21 (4)
921	821	821	921 (8)	6	2	8 (2)
26	88	66	86 (2)	9	2	9 (2)
	88	69	22 (9)		8	9 (1)
	32	42	22 (5)		2	2 (2) (21)

Largest pile:

(1) 2 and 10..... (2) 3 and 7..... (3) 1 and 3.....

Counting by one's:

(5) 10..... 20..... 30..... 40..... 50.....

Counting by ten's:

(7) 40..... 70..... 100.....

Counting by three's:

(9) 9..... 21..... 30.....

(10) How many are the following?

a. 1 + 1 =

d. 4 + 2 =

g. 7 + 4 =

b. 2 + 1 =

e. 3 + 5 =

h. 8 + 7 =

c. 2 + 3 =

f. 5 + 6 =

i. 2 + 9 =

(11) 1 3 8 19 37 62 97 136 872 1349 25392

(12) See the numbers bottom side up at top of page.

Number of items correct

15. Social Adjustment B

(See pages 73-84 of Handbook)

Score.....

- | | |
|-----------------------|--------------------------|
| 1. Jail..... | 11. Party..... |
| 2. Money..... | 12. Stamps..... |
| 3. Fireman..... | 13. Letter..... |
| 4. Policeman..... | 14. Post-office..... |
| 5. School nurse..... | 15. Flag..... |
| 6. Grocery store..... | 16. Laws..... |
| 7. Knife..... | 17. Courthouse..... |
| 8. Library..... | 18. Board of health..... |
| 9. Red light..... | 19. Committee..... |
| 10. Janitor..... | 20. Quarantine..... |

Record exact
letters, as given
(in order)

(omit 0 1 ma)

Expose 1" per letter
for each card

16. Visual Attention Span for Letters

(See pages 84-85 of Handbook and pages 61-84 of Pictorial Material)

Score.....

fail: backrow for other 3 trials

then
higher
row - 3 trials
(finish)

continue
until 4
failures
in succession

I
↓
2. eq
↓
3. bmr
↓
4. gsf
↓
5. store
↓
6. bvnygb
↓
7. mzrfbsk

II → III → IV
xp tv
dnv hbd
jpyc qvlt
qldnr yfpqg
hxmjwd wssbxv
vqsjdch dbxchqn

kx
mcw
pmkt
zqgfj
fpclsn
bdsvkph

[Number
pieces]

17. Disarranged Pictures

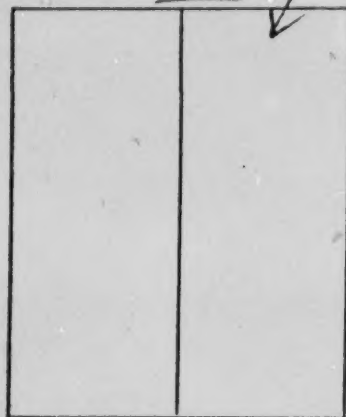
(See pages 85-87 of Handbook and pages 85-95 of Pictorial Material)

Score.....

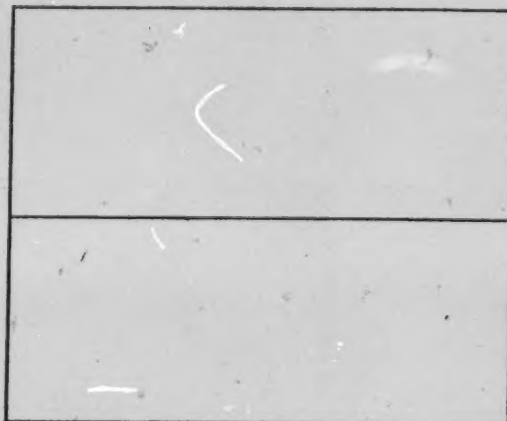
Time Allowance

Picture 1+2: 1' each
3+4: 1'30" each
5,6,7,8: 2' each
9,10: 3' each

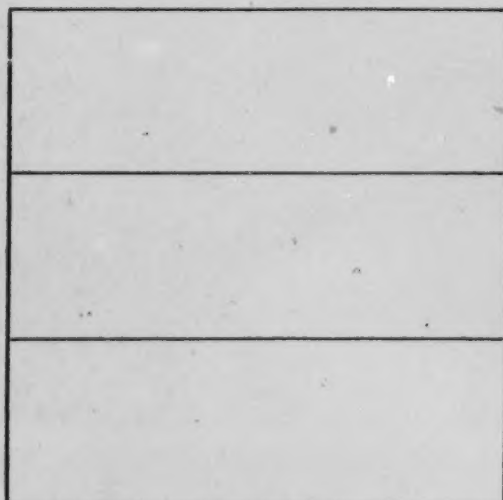
Ceiling
1+ pieces incorrect
in (2) successive
pictures



(A)



(1)



(2)



(3)

Explain

(3)

(4)

6	

(6)

	5	

(8)

	1	

(9)

111

4	

(5)

1		

(7)

9		
4		

(10)

121

Pencil (no eraser)

(omit 0/ma)

18. Oral Directions

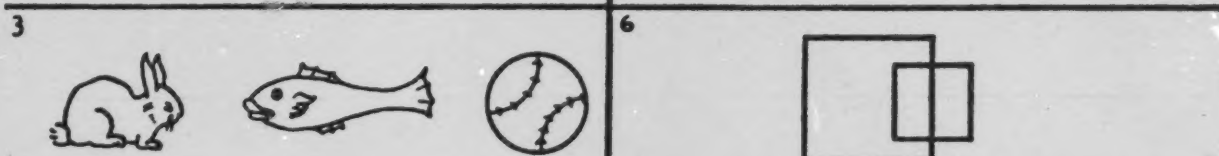
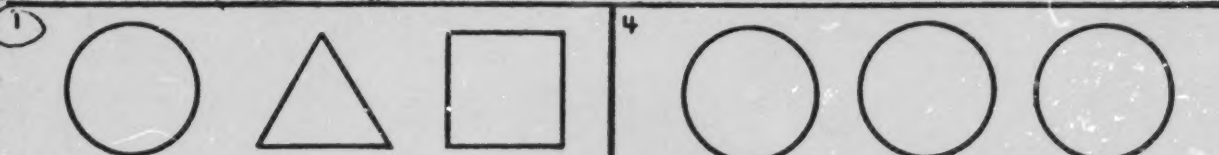
(See pages 87-91 of Handbook)

1-9
10-12
13-17

15
20
30

[Wait until directions completed]

Score.....



9 A B C D E F G H I J K L M N O P Q

10 82 67 18 27 42 15 72 10 34 36 48 56

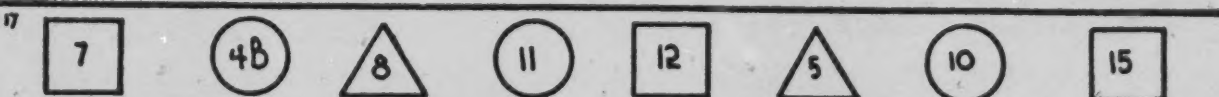
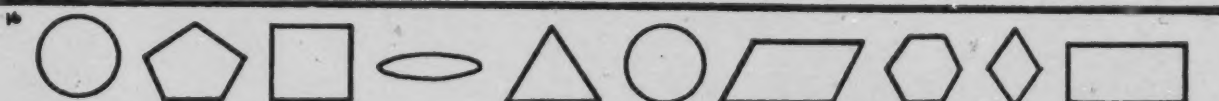
11      MAN BOY HER COMB



13 99 52 41 71 93 64 31 27 47 82 25 68

14         CAT JUG HORSE FIST

15 H I J K L M N O P Q R S T U V W X Y Z



Ceiling: 3 successive failures 122
(all directions in set must be correct) 112

(omit 7ma)
 19. Likenesses and Differences
 (See pages 92-98 of Handbook)

Score.....

Sample A. egg

likeliness
unlikeliness

apple

B. house

garage

1. morning

afternoon

2. pen

pencil

3. running

walking

4. wagon

automobile

5. spoon

fork

6. knife

saw

7. bicycle

motorcycle

8. watch

clock

9. physician

surgeon

10. telescope

microscope

11. telegram

letter

12. tent

house

13. street

alley

14. canal

river

15. silk

wool

Rating: 3 or 4 failures

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

Suggestions for Scoring Detroit Tests - (to be used with the test manual)

I General Suggestions

Record all verbal responses verbatim.
Record significant responses, actions, testing situations, etc.
on front of booklet, and/or in test margins.
Notice time used in making responses.

II Written Responses (Use):

dk = don't know
nr = no response
Q = examiner questions

Abbreviate, if clearly, but give enough information for others to read.

Subtle or coded marks as a (.) or slash through number (3) can indicate an error to help in scoring ahead, but use caution.

Using (✓) marks will speed administration but only use if subject is not anxious, can't see examiner's marking, and/or doesn't understand use of (✓) marks.

Explain to anxious subject when writing answers, especially errors, "I want to remember answers".

III Specific Written Cues for Test #13

word = omitted (in early spring)

tree = final 's' omitted

loudly = syllable omitted

^ = added (hair, days are ^{very} along)

word(s) word(s) = transposing (a little black hat on his head)

maked
baked
have
has
shine
shone

} = substitutions

mmmmmm = jumbled, no recall (31 mmmm)

P
word = pronunciation (u red)

IV Specific Scoring Suggestions (see manual):

Test #1 and #2: Ideas expressed important.

(Test #1 Picture 5. Ans. "Bucket got hole - water coming out." Score zero.

Missed key idea: pail being filled.)

(Test #2 Statement 2. Ans. "Supposed to walk with cane." Score zero.

Assumption. Associates. Misses keypoint: both hands in pocket.)

Test #5:

x ———> , <———— x (cues to indicate direction used)

Note pencil and paper hold.

rh/lh (switches hands - right to left)

Score rigidly (complete cross, inside circle)

(X) (by subject or examiner, end of each minute)
Determine if precision (motor accuracy) or speed or both affect score.

Test #6: Note: Highest span of words recalled (with no previous error);
number of words recalled in sequential order (basal of 2 consecutive items correct).

sl = slow to respond
nice/ice, pin/pen = discrimination
seq = sequence (head, milk, dress, oats, night)
f/vest, horth/horse = speech (articulation)
r = repeats (perseverates on word)
mem = memory (word used unrelated to stimulus)
+ = added word(s)
(word) = omitted

Test #7: Record sequence as being done (put numbers over verbs, as walk...
2 3 1
tap...put...tell).
Score on correctness if in order (score 2: tap/put)

Test #9: Note number of objects recalled; note span of objects recalled without error.
Use sl (slow), seq (sequence), r (perseverates), mem (memory), + (added objects),
(object) omitted. Also dis (discrimination - make note, as flower/tree),
vp (visual perception - as tennis racquet/fan).

Test #10:
sp = space concept, spatial relations
t = time (temporal) concept
lat = laterality (left/right concept)
b = body parts, body image
dir = directionality (use of left/right concept)
c/l = concept and/or language

Test #11: Use marks suggested above where appropriate.
As sl (slow), r (perseverates), P (speech).
Note concrete terms, words for things observed in room, emotional tones.

Test #12: Try for copying (A), closure-memory (B), and visual memory (C) scores.
(see manual)

Use (X) to indicate starting place, (✓, ↗, etc.) to show direction of drawing.

Problems to observe: discrimination; closure; fine-motor control; size constancy; orientation; attention to details; rotations; reversals; memory; configuration.

Group A: Maximum credit - configuration near accurate, line control adequate, good closure; lack of proportion allowed; parts in relation to whole.
Partial credit - configuration recognizable, but closure, line control poor.
No credit - distortion; not attempted; inadequate fine-motor control.

Group B: Maximum credit - correct number of parts; parts filled within

design; closure and control adequate; convergence.

Partial credit - parts filled in and correct in number, but closure and control poor.

No credit - inadequate, incomplete, or distorted recall.

Group C: Maximum credit - configuration recall, parts-to-whole intact, fine-motor control.

Partial credit - orientation errors allowed; poorer proportion and control, also closure, configuration recognizable.

No credit - lost configuration; inadequate recall; inaccurate control or parts-to-whole.

Score rigidly. Be consistent on partial credits.

Test #13: (see above III as well as manual)

Note speed of response (sl); inattention - request for repetition or "can't remember" responses, and/or "in and out" responses (remembers one sentence, not next), eye contact.

Count span (words) of sentences without errors, don't go past basal (2 sentences correct).

Be consistent in scoring, especially on substitutions, allowance for speech or dialect problems.

Analyze sequence errors: reversals, transpositions; and gestalt errors: omissions, additions, substitutions.

(Rigid scoring will better measure auditory attention, span and sequential memory.)

Test #14: Score (record) as administering test - counting each (+) response as one point. (If possible, record incorrect responses verbatim for later analysis.)

Observe: visual set analysis; grouping; counting (verbal labels); matching labels to concrete sets; basic facts; reading numbers; place value; comparing number values. Also: perseveration; speed of verbal response; using fingers to get answers; number reversals; transpositions; number recognition; 1-2-3-4 digit analysis.

Determine level(s) of arithmetic skills: relate MA score to grade placement, where feasible.

Decide: labelling difficulty? reading (place value) problem? recall? conceptual (concrete level) difficulty? processing (visual) or auditory) interference? (Score informally as separate areas. Some items will be scored in several areas.)

Test #15: See manual for criteria difference between credits 3, 2, 1. Be consistent, especially on (2) and (1) credits.

Test #16: Record exact responses, or use cues:

↔ = reversal (cq, kx) ↻ = rotation (bmr) ~ = transposition -
(d/n/v: juxtaposition), (j/p/y c: transposition)

○ = omission (mcw)
/ = substitution (pnrkz)

^ = addition (hxmjd⁺)
X = recall faulty (yfpqⁿ)

_____recall (m_____)

discrimination (^m?)

? suspected letter recall (should occur several times) (^{?n}g) record incorrect substitution.

Determine memory: how many letters in span recalled in correct sequence on at least (2) consecutive trials with no previous error (for interpretation use - don't confuse with manual scoring)?, types of errors indicate letter recall or span limitation?, sequence?

Visual perception problems?

Letter labelling skills?

Attention factor? ("in-and-out" correct responses)

(Score number of errors in areas. Some items will have several areas - memory, sequence, letter skill, perception.)

V Additional Information

Change responses?

Irrelevancies? Bizarre answers?

Digressions? Distractible?

Hyperactive?

Appropriate activity during resting?

Appropriate verbalization during testing?

Slow processing? visually? or auditorally?

Rapport with examiner?

Suspected anxiety? Emotional stress? revealed by behavior? body tone?

verbal replies?

Inattention?

Motivation?

Other?

Elaine M. Young
Curriculum Specialist
Learning Disabilities/Gifted

January 1976

EMY/mn

**DETROIT TESTS OF
LEARNING APTITUDE**
For all ages from three
years through adult ages

Detroit Tests of Learning Aptitude (Individual)

PUPIL'S RECORD BOOKLET

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Revised 1959

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Detroit Public Schools has been assigned to the
Board of Education, City of Detroit.

Name Johnny Jumpup Sex Male Case No. _____
Date April 20, 1976 School Bethcaldanols Hills Grade 3
Birthdate 2/10/67 C. A. 9-2 Med. M. A. _____ I. Q. _____
Time Started _____ Finished _____ Examiner PLT

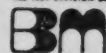
No.	Test	Score	Age	Rank	Interpretation
1.	Pictorial Absurdities	—	—	—	
2.	Verbal Absurdities	—	—	—	
③	Pictorial Opposites *	15	8-9	~~X~~	sometimes changes answers
④	Verbal Opposites	21	7-9	~~X~~	slow responses, "opposite" concept?
⑤	Motor Speed <u>(2')</u> 3' 4'	92	8-9	~~X~~	good until circles smaller
6.	Auditory Attention Span for Unrelated Words	Simple Score 40 (6-6) Weighted Score 213 (7-0)	6-9	~~X~~	omissions, repeats, memory?
7.	Oral Commissions	—	—	—	
8.	Social Adjustment A	—	—	—	
⑨	Visual Attention Span for Objects	Simple Score 42 (9-0) Weighted Score 212 (9-0)	9-0	~~X~~	good exception "experience" items (pen, sled)
10.	Orientation	—	—	—	
11.	Free Association 1' 2' 3' 4' 5'	—	—	—	
12.	Designs	—	—	—	
⑬	Auditory Attention Span for Related Syllables	47	6-6	~~X~~	limited span (3 words) omissions, substitutions
14.	Number Ability	—	—	—	
15.	Social Adjustment B	—	—	—	
⑯	Visual Attention Span for Letters	4-3	8-6	~~X~~	sequence (transpositions, juxta- positions) letter recall?
17.	Disarranged Pictures	—	—	—	
18.	Oral Directions	—	—	—	
19.	Likenesses and Differences	—	—	—	

Summary of Impressions Fine-motor ability (see #5). Better visually? Difficulty with concepts

Rote recall stronger than meaningful recall?-(See #6/13, #9/16)

*Test #3 administered because MA (on group tests) indicates about 8-5.

THE TEST DIVISION OF



The Bobbs-Merrill Company, Inc.
4300 W. 62nd St. / Indianapolis, Indiana 46206

118

Printed in U. S. A.

128

MEASURES - immediate rote memory for words and the ability to correctly repeat an unrelated sequence of auditory symbols.

#6

EXAMPLES -

pen, girl, cow
stone, blot, freeze, door, cut, white

TASK DEMAND

Focus auditory attention.
Hear and discriminate the words.
Remember the words.
Note the sequential order.
Remember the sequential order.
Make a vocal response.

SCORED ON

AUDITORY MEMORY

ALSO DEPENDS ON

Auditory Discrimination
Auditory Sequencing
Vocal Repetition

MEASURES - immediate rote memory for sentences and the ability to correctly repeat a meaningful sequence of auditory symbols.

#13

EXAMPLES -

Green leaves come on the trees in early spring.
My sister, Mary, has a pretty new doll which shuts its eyes and goes to sleep.

TASK DEMAND

Focus auditory attention.
Hear and discriminate the words.
Comprehend the sentence.
Note the sequential order.
Utilize sentence meaning as an aid to remember words and sequential order.
Remember the sentence.
Make a vocal response.

SCORED ON

AUDITORY SEQUENCING
VOCAL REPETITION

ALSO DEPENDS ON

Auditory Discrimination
Auditory Memory
Cognition

MEASURES - auditory attention and retention and the ability to follow directions involving gross motoric responses.

EXAMPLES -

Walk to the door; then bring me that book.
Bring me that piece of paper; then close the door; then stand on this line.

TASK DEMAND

Focus auditory attention.
Hear and comprehend the commissions.
Remember the commissions.
Note the sequential order.
Remember the sequential order.
Have ability to walk and use hands.
Translate auditory directions into the corresponding motoric acts.
Coordinate visual and kinesthetic cues.
Make a motoric (gross motor) response.

SCORED ON

KINESTHETIC
GROSS MOTOR
CONCEPTUAL-MOTOR

ALSO DEPENDS ON

Auditory Discrimination
Auditory Sequencing
Auditory Memory
Visual Discrimination
Sensory Integration
Cognition

DETROIT V.A.S.O.

MEASURES - immediate recall of an unrelated sequence of visual symbols. It involves visual reception and vocal expression. Sequential order is not required. #9

EXAMPLES -

Pictures of:
tree, pail, star
bed, dress, sun, house, box, train

TASK DEMAND

Focus visual attention.
Hear and comprehend instructions.
Perceive and discriminate objects.
Recognize the objects.
"Name" the objects from the visual cue.
Remember the objects (visually or vocally)
Note the sequential order.
Remember the sequential order. (not required but an aid to memory).
Make vocal response.

SCORED ON

VISUAL MEMORY

ALSO DEPENDS ON

Visual Discrimination
Visual Sequencing
Cognition
Vocal Repetition

DETROIT V.A.S.L.

MEASURES - recognition and recall of an unrelated sequence of visually presented letters. It involves visual reception and vocal expression. Sequential order is required. #16

EXAMPLES -

B, E, F, A,
V, Q, C, J, D, C, H.

TASK DEMAND

Focus visual attention.
Hear and comprehend instructions.
Perceive and discriminate letters.
Recognize the letters.
"Name" the letters from the visual cue
Remember the letters (visually or vocally)
Note the sequential order.
Remember the sequential order.
Make vocal response.

SCORED ON

VISUAL SEQUENCING

ALSO DEPENDS ON

Visual Discrimination
Visual Memory
Vocal Repetition

DETROIT MEM.FOR DESIG

MEASURES - ability to copy designs both with visual cues and from memory. Involves visual and auditory, reception and motor expression.

EXAMPLES -

Copy a diamond.
Add to design to make it look like sample (from memory).
Draw design from memory.

TASK DEMAND

Focus visual attention.
Hear and comprehend instructions.
Perceive designs.
Analyze the designs as to shape, etc.
Remember the design.
Have adequate eye-hand coordination
Have adequate pencil skills.
Make motoric (drawing) response.

SCORED ON

VISUAL MEMORY
COPYING

ALSO DEPENDS ON

Visual Discrimination
Visual Closure
Evaluation

DETROIT ORAL DIRECTIONS

MEASURES - the integration of visual and auditory cues, the ability to retain and follow complex directions, and eye-hand coordination.

EXAMPLES -

Draw a line from the thimble to the star that will go down under the comb and up over the hammer.

Items also involve numbers, letters, etc.

TASK DEMAND

Focus auditory attention.

Hear and comprehend directions.

Focus visual attention. (page very "busy")

See and discriminate visual cues.

Remember the instructions.

Recognize the visual stimuli.

Associate verbal directions to the visual stimuli.

Have number ability.

Understand such terms as bottom, over, cross out, first, triangle, etc. as well as letters and numbers.

Have adequate eye-hand coordination.

Make motoric (drawing) response.

SCORED ON

AUDITORY SEQUENCING

SENSORY INTEGRATION

DRAWING

CONCEPTUAL MOTOR

ALSO DEPENDS ON

Auditory Memory

Visual Discrimination

Cognition

DETROIT MOTOR SPEED/PREC.

MEASURES - fine visual motor coordination and speed. No memory is required but pencil skills are necessary.

#5

EXAMPLES -

Draw an X within each of a series of progressively smaller circles. The number of Xs correctly drawn in the time limit is the score.

TASK DEMAND

Focus visual attention.

Perceive circles.

Understand the concept of staying "inside" the circle.

Coordinate visual and kinesthetic cues.

Have adequate pencil skills.

Sustain visual concentration.

Have adequate muscular stamina.

Make motoric (drawing) response.

SCORED ON

KINESTHETIC

DRAWING

ALSO DEPENDS ON

Visual Discrimination

DETROIT ORIENTATION

MEASURES - practical information, judgment, and time and space relationships.

EXAMPLES -

Can you touch the moon?

What state do you live in?

If you stood with your face toward the door what would be to your right?

TASK DEMAND

Focus auditory attention.

Hear and comprehend questions.

See and comprehend visual cues.

Have background information available through past experience.

Recall the information.

Have the necessary vocabulary.

Have laterality and directionality.

Be aware of body parts.

Have knowledge of time factors.

Make verbal response.

Make motoric (gross motor) responses.

SCORED ON

KINESTHETIC

GROSS MOTOR

ALSO DEPENDS ON

Auditory Discrimination

Sensory Integration

Cognition

Associative Memory

Conceptual-Motor

Conceptual-Vocal

DETROIT SOCIAL ADJ. A

MEASURES - practical information and a general ability to evaluate past experience. It shows use of common sense, judgement, and indicates the child's social and cultural background.

EXAMPLES

What is the thing for you to do if:
You break a school window?
The team that is playing against you wins the game?

TASK DEMAND

Focus auditory attention.
Hear and comprehend question.
Have familiarity with the social situation involved, through past experience.
Have "middle class" values and experience.
Use judgement and common sense.
Make a complex vocal response.

SCORED ON

SOCIAL COMPREHENSION

ALSO DEPENDS ON

Auditory Discrimination
Cognition
Associative Memory
Conceptual-Vocal

DETROIT PICT. ABSURD.

MEASURES - visual attention and discrimination of essential from non-essential details. It requires reasoning, comprehension and verbal fluency.

EXAMPLES

Tell what is silly about pictures such as:
Child pushing mother in baby carriage.
Coat on backwards, buttons in back.
Man reading upside-down paper.

TASK DEMAND

Focus visual attention.
Hear and comprehend instructions.
Have familiarity with the situations involved, through past experience.
Discriminate details of the picture.
Recall "correct" visual image from memory.
Select detail which is incorrect.
Make a complex vocal response.

SCORED ON

SOCIAL COMPREHENSION

ALSO DEPENDS ON

Visual Discrimination
Visual Closure
Cognition
Associative Memory
Conceptual-Vocal

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: VII

DATE: TIME: 8:00 a.m. - 12:00 noon

LOCATION:

INTRODUCTION TO AND ADMINISTRATION OF THE KEYMATH DIAGNOSTIC
ARITHMETIC TEST.....8:00 a.m.-11:00 a.m.

Purpose
Test Materials
Qualifications of Examiner
Physical Setting
Rapport
Administration Time
Introduction of Test
Basal and Ceiling Scores
Raw Scores
Instructions for Completing Practicum Assignment #6 - 7

MORNING BREAK.....9:30 a.m.-9:45 a.m.

EVALUATION - PRACTICUM ASSIGNMENT SHEET #5.....11:00 a.m.-12:00 noon

Teachers are to return to individual schools to evaluate students for balance of the day.

PRACTICUM ASSIGNMENT SHEET #6 - 7

The tasks required for completion of Session VII - VIII are listed below. Initial and date each item when completed.

	<u>PARTICIPANT</u>	<u>PLT MEMBER</u>
1. Select two students who are potential candidates for SLD placement.....	_____	_____
2. Administer the KEYMATH TEST to the students identified in item 1 above.....	_____	_____
3. Complete the KEYMATH DIAGNOSTIC RECORD SHEET for the two students.....	_____	_____
4. Write a summary report on the two students recommending some instructional priorities based upon the strength and weaknesses they displayed on KEYMATH.....	_____	_____
5. Evaluation of completion of Sessions VII - VIII - practicum assignment must be submitted to the PLT member assigned to the above items. The PLT member must initial beside the item when evaluated as acceptable and complete.		

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: VIII

DATE: TIME: 8:00 a.m. - 12:00 noon

LOCATION:

INTERPRETATION OF THE KEYMATH DIAGNOSTIC ARITHMETIC
TEST.....8:00 a.m.-10:30 a.m.

Area and Subtest Organization
Item Content
Instructional Clusters
Interpretation of Performance
Formulating Recommendations
Completion of Practicum Assignment #6 - 7

MORNING BREAK.....10:30 a.m.-10:45 a.m.

INTRODUCTION TO WOODCOCK READING MASTERY TESTS.....10:45 a.m.-11:45 a.m.

PRACTICUM ASSIGNMENT SHEET #8.....11:45 a.m.-12:00 noon

Teachers are to return to individual schools to evaluate students
for the balance of the day.

PRACTICUM ASSIGNMENT SHEET #8

The tasks required for completion of Session VIII are listed below. Initial and date each item when completed.

	<u>PARTICIPANT</u>	<u>PLT MEMBER</u>
1. Read Woodcock Reading Mastery Tests Manual, pages 1-38, 94-109	_____	_____
2. Scan pages 39-91, 110-124	_____	_____
3. Tab pages 33, 93	_____	_____
4. Select two students who are potential candidates for SLD placement.	_____	_____
5. Administer the Woodcock Reading Mastery Tests to the students identified in item #4 above. (Do not score tests.)	_____	_____
6. Evaluation of completion of Session VIII practicum assignment must be submitted to the PLT member assigned to the above items. The PLT member must initial beside the item evaluated as acceptable and complete.		

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SESSION: IX

DATE: TIME: 8:00 a.m. - 12:00 noon

LOCATION:

REVIEW OF SESSION VIII - GENERAL QUESTION & ANSWER
DISCUSSION GROUP.....8:00 a.m.-8:45 a.m.

MORNING BREAK.....8:45 a.m.-9:00 a.m.

SUMMARY OF SCORES FOR THE WOODCOCK READING MASTERY
TESTS.....9:00 a.m.-11:00 a.m.

EVALUATION - PRACTICUM ASSIGNMENT SHEET #8.....11:00 a.m.-11:30 a.m.

REVIEW OF PRACTICUM AND PRESENTATION OF
CERTIFICATES.....11:30 a.m.-12:00 noon

Teachers are to return to individual schools.

APPENDIX C

Process Materials Used in Evaluating the Model for Educational Process Evaluation

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL		SCORES						REPORTS														REVIEWER*
AREA:		INTELLIGENCE	ACHIEVEMENT				PER- CEPTUAL	VISUAL ACUITY	AUDITORY ACUITY	PSYCHO- LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			
DATE:			READING	ARITH.	SPELLING	WRITING	VISUAL			AUDITORY	SPEECH	PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT						WORK SAMPLES	CHECKLIST	INFORMAL	
REVIEWER:																						
	STUDENT																					
1																						
2																						
3																						
4																						
5	129																					
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
14																						
15	139																					

*BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

EXCEPTIONAL STUDENT EDUCATION

SUMMARY OF PROCESS EVALUATION DATA

SCHOOL	2-20-76			6-1-76			INCREASE
	# Folders Incomplete	# and % Folders Completed		# Folders Incomplete	# and % Folders Completed		
BETHUNE ELEMENTARY							
Potential							
SLD Students	13	0	0	1	12	92	+ 12
SLD Students	0	0	—	0	0	—	—
COLLINS ELEMENTARY							
Potential							
SLD Students	4	0	0	0	4	100	+ 4
SLD Students	7	8	53	4	11	73	+ 3
DANIA ELEMENTARY							
Potential							
SLD Students	7	1	13	3	5	62	+ 4
SLD Students	25	5	17	8	22	73	+ 17
OLSEN MIDDLE							
Potential							
SLD Students	0	0	—	0	0	—	—
SLD Students	18	1	5	0	19	100	+ 18
HOLLYWOOD HILLS HIGH							
Potential							
SLD Students	3	0	0	1	2	66	+ 2
SLD Students	17	7	29	5	19	79	+ 12
	94	22	19%	*22	94	81%	+ 72

* A number of the students listed as having incomplete folders on 6-1-76 had withdrawn from school.

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

EVALUATION

	<u>FORMATIVE</u>	<u>SUMMATIVE</u>
I. EVALUATION OF STUDENT FOLDERS		
A. Potential Students for SLD	<u>% COMPLETE</u>	<u>% COMPLETE</u>
Bethune Elementary	0	92
Collins Elementary	0	100
Dania Elementary	13	62
Olsen Middle	—	—
Hollywood Hills High	0	66
B. SLD Students		
Bethune Elementary	—	—
Collins Elementary	53	73
Dania Elementary	17	73
Olsen Middle	5	100
Hollywood Hills High	29	79
II. EVALUATION OF TEACHER COMPETENCE	<u>% COMPETENT</u>	<u>% COMPETENT</u>
SLD Checklist	40	100
SLD Informal	40	100
Wepman	20	100
Peabody Picture Vocabulary Test	40	100
Detroit (Audio)	30	100
Detroit (Visual)	30	100
Key Math	10	100
Woodcock	20	100
Wide Range Achievement Test (Spelling)	50	100

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Bethune Elementary		SCORES						REPORTS												REVIEWER									
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER- CEPTUAL	VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO- LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM		SCREENING								
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING					VISUAL	AUDITORY	PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT							ENVIRONMENT	LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	WORK SAMPLES	CHECKLIST	INFORMAL
REVIEWER: P. Sheffield																													
	STUDENT																												
1	Moter, Steven	x	x	x	x	x			x	x	x					x			x										
2	Doughty, Terry	x	x	x	x	x	x		x	x	x					x			x										
3	Knight, Terry																												
4	Lucas, Allen	x	x	x	x	x			x	x	x					x													
5	Gaines, Celeste	x										x	x	x															
6	McGee, Andrew								x	x	x					x													
7	Wilson, Calvin Tyrone																												
8	Sawyer, Rodney								x																				
9	Hetherington, Joseph																												
10	Dougherty, Myron																												
11	Desmore, Keysia																												
12	Williams, Queen																												
13	Erwin, Andrew	x																											
14																													
15	143																												

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Bethune Elementary		SCORES						REPORTS															
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 6-1-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	ENVIRONMENT	LANGUAGE IF NEEDED					WORK SAMPLES	CHECKLIST	INFORMAL	
REVIEWER: P. Sheffield																							
	STUDENT																						
1	Moter, Steven	x	x	x	x	x	5/76	5/76	x	x	x					x				x	4/76	4/76	
2	Doughty, Terry	x	x	x	x	x	x	5/76	x	x	x					x				x	4/76	4/76	
3	Knight, Terry	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76					5/76				5/76	5/76	5/76	
4	Lucas, Allen	x	x	x	x	x	5/76	5/76	x	x	x					x				5/76	5/76	5/76	
5	Gaines, Celeste	x										x	x	x									
6	McGee, Andrew	3/76	5/76	5/76	5/76	5/76	4/76	5/76	x	x	x					x				3/76	3/76	3/76	
7	Wilson, Calvin Tyrone	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76					3/76				3/76	3/76	4/76	
8	Sawyer, Rodney						5/76	5/76	x	5/76						5/76				5/76	5/76	5/76	
9	Hetherington, Joesph	5/76	5/76	5/76	5/76	5/76	4/76	5/76		5/76	5/76					5/76				4/76	4/76	4/76	
10	Dougherty, Myron	5/76	5/76	5/76	5/76	5/76	4/76	5/76		4/76	5/76					5/76				4/76	4/76	4/76	
11	Desmore, Keysia	5/76	5/76	5/76	5/76	5/76	4/76	5/76		5/76	5/76					5/76				4/76	4/76	4/76	
12	Williams, Queen	5/76	5/76	5/76	5/76	5/76	4/76	5/76	5/76	5/76	5/76					5/76				4/76	4/76	4/76	
13	Erwin, Andrew	x	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76	5/76		5/76				5/76	5/76	5/76	
14	145																						
15																							

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Collins Elementary		SCORES						REPORTS																
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES	CHECKLIST						INFORMAL			
REVIEWER: P. Sheffield																								
	STUDENT																							
1	Adderly, Randolph	x	x	x	x						x	x				x	x			x	x			
2	Anderson, Shawn	x									x	x				x	x			x				
3	Cannon, Michelle	x	x	x	x		x	x			x					x	x							
4	Clark, Dorothea	x	x	x	x		x	x		x	x		x		x	x				x	x			
5	Clark, Kelvin	x	x	x	x		x	x			x	x			x	x	x							
6	Cooper, Matthew	x									x	x				x	x					x		
7	Derrick, Dennis	x	x	x	x						x	x				x	x			x				
8	Williams, Kenneth	x	x	x	x						x	x				x	x			x	x			
9	Johnson, Liluiski	x	x	x	x		x	x				x				x	x					x		
10	Kennedy, Jack	x	x	x	x		x	x		x						x	x					x		
11	Miller, Patrick	x	x	x	x		x	x								x	x							
12	McHellon, Daniel	x	x	x	x						x	x				x	x			x				
13	McPherson, Sharon	x	x	x	x		x	x				x				x	x							
14	Parks, Finest	x	x	x	x							x				x	x			x				
15	Wallace, Kim	x	x	x	x		x	x				x				x	x							

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Collins Elementary		SCORES						REPORTS																				
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER- CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO- LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER				
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	ENVIRONMENT	LANGUAGE IF NEEDED						A-2 FORM	A-1 FORM	B-1 FORM		B-2 FORM	WORK SAMPLES	CHECKLIST	INFORMAL
REVIEWER: P. Sheffield																												
	STUDENT																											
1	Ivey, Albert																											
2	Black, Fred																											
3	Cunningham, Belinda																											
4	Burnette, Annie																											
5																												
6																												
7																												
8																												
9																												
10																												
11																												
12																												
13																												
14																												
15	149																											

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Collins Elementary			SCORES						REPORTS																
AREA: South Central			INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 6-1-76				READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES	CHECKLIST						INFORMAL			
REVIEWER: P. Sheffield																									
STUDENT																									
1	Adderly, Randolph		x	x	x	x						x	x				x	x			x	x			
2	Anderson, Shawn		x	6-16-1	6-1							x	x				x	x			x				
3	Cannon, Michelle		x	x	x	x		x	x	4-7	4-7	x			4-7		x	x							
4	Clark, Dorothis		x	x	x	x		x	x		x	x		x		x	x	x			x	x			
5	Clark, Kelvin		x	x	x	x		x	x	4-7	4-7	x	x		4-7	x	x	x							
6	Cooper, Matthew		x	6-16-1	6-1		4-7	4-7				x	x				x	x				x			
7	Derrick, Dennis		x	x	x	x		4-7	4-7				x	x			x	x			x				
8	Williams, Kenneth		x	x	x	x							x	x			x	x			x	x			
9	Johnson, Liluiski		x	x	x	x		x	x	4-7				x			x	x				x			
10	Kennedy, Jack		x	x	x	x		x	x	4-7	x						x	x				x			
11	Miller, Patrick		x	x	x	x		x	x	4-7							x	x							
12	McHellen, Daniel		x	x	x	x							x	x			x	x			x				
13	McPherson, Sharon		x	x	x	x		x	x	4-7	4-7		x		4-7		x	x							
14	Parks, Finest		x	x	x	x		4-7	4-7	4-7				x			x	x			x				
15	Wallace, Kim		x	x	x	x		x	x					x			x	x							

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Collins Elementary		SCORES							REPORTS																
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT	LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 6-1-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES	CHECKLIST							INFORMAL			
REVIEWER: P. Sheffield																									
	STUDENT																								
1	Ivey, Albert	6-16-13-1					6-1	6-1	4-7	4-7	4-7				4-7						x	x	x		
2	Black, Fred	6-16-13-1					6-1	6-1	4-7	4-7	4-7				4-7	x					x	x	x		
3	Cunningham, Belinda	6-16-13-1					6-1	6-1	4-7	4-7	4-7				4-7	x					x	x	x		
4	Burnette, Annie	6-16-13-1					6-1	6-1	4-7	4-7	4-7				4-7	x					x	x	x		
5																									
6																									
7																									
8																									
9																									
10																									
11																									
12																									
13																									
14																									
15	153																								

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Dania Elementary			SCORES						REPORTS															
AREA: South Central			INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL			ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 2-20-76				READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES						CHECKLIST	INFORMAL		
REVIEWER: P. Sheffield																								
	STUDENT																							
1	Allen, James		x	x	x	x			x			x	x	x	x									
2	Bondi, Charles		x	x	x	x				x	x	x	x	x	x		x							
3	Fleming, Andrew		x	x	x	x						x	x	x			x							
4	Gardner, Jerome		x	x	x	x						x	x	x			x							
5	Husted, David		x	x	x	x			x	x	x	x	x	x			x							
6	McCutcheon, Arnold		x	x	x	x			x			x	x	x			x							
7	Peirano, David		x	x	x	x				x	x	x	x	x			x							
8	Prescott, Waylon		x	x	x	x				x	x	x	x	x			x							
9	Warner, David		x	x	x	x						x	x	x			x							
10	Thoman, Sophie		x	x	x	x			x	x	x	x	x	x			x							
11	Beauliew, David		x	x	x	x						x	x	x										
12	Cure, Roosevelt		x	x	x	x						x	x	x			x							
13	Cote, Tammy		x	x	x	x			x	x	x	x	x	x			x							
14	Funchess, Suewetta		x	x	x	x				x	x	x	x	x			x							
15	Green, Roosevelt 155		x	x	x	x						x	x	x			x							

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Dania Elementary		SCORES						REPORTS												REVIEWER			
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER- CEPTUAL	VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO- LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM		SCREENING		
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING					VISUAL	AUDITORY	PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT							WORK SAMPLES	CHECKLIST	INFORMAL
REVIEWER: P. Sheffield																							
	STUDENT																						
1	Green, Sharon	x	x	x	x				x	x	x	x	x			x							
2	Harvey, Jon	x	x	x	x						x	x	x			x							
3	Aleck, Tammy						x	x															
4	Chinault, Dino																						
5	Barnowsky, Sandi	x	x	x	x						x	x	x			x							
6	Doctor, Nathan	x	x	x	x			x	x	x	x	x	x			x							
7																							
8																							
9																							
10																							
11																							
12																							
13																							
14																							
15	157																						

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Dania Elementary		SCORES						REPORTS															
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL			ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	ENVIRONMENT						WORK SAMPLES	CHECKLIST	INFORMAL	
REVIEWER: P. Sheffield																							
	STUDENT																						
1	Drohan, Patrick	x	x	x	x				x	x	x	x	x			x							
2	Washington, Emma	x	x	x	x						x	x	x										
3	Robinson, Garrin	x	x	x	x						x	x	x			x							
4	Sessa, Karla	x	x	x	x						x	x	x			x							
5	Williams, Donnie	x	x	x	x						x	x	x			x							
6	Fostano, Michael	x	x	x	x		x	x			x	x	x			x	x						
7	Viduralauga, Feux	x	x	x	x						x	x	x			x							
8	DuBow, Brian	x	x	x	x		x	x			x	x	x			x							
9	Moorehead, Debra															x							
10	Brayton, Billy	x	x	x	x		x	x		x	x	x	x	x		x							
11	White, Lorenzo	x	x	x	x						x	x	x			x							
12	Doss, Anthony						x	x		x	x												
13	Kine, Robert						x	x															
14	Shultz, David	x	x	x	x						x	x	x			x							
15	Cooper, Kelly 159	x	x	x	x					x	x	x	x	x		x							

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Dania Elementary			SCORES						REPORTS																				
AREA: South Central			INTELLIGENCE	ACHIEVEMENT				PER- CEPTUAL	VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO- LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING				REVIEWER				
DATE: 6-1-76				READING	ARITH.	SPELLING	WRITING					VISUAL	AUDITORY	PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT						ENVIRONMENT	A-2 FORM	A-1 FORM	B-1 FORM		B-2 FORM	WORK SAMPLES	CHECKLIST	INFORMAL
REVIEWER: P. Sheffield																													
STUDENT																													
1	Allen, James	x	x	x	x		6/ 76	x	6/ 76	6/ 76	x	x	x	x				6/ 76											
2	Bondi, Charles	x	x	x	x		6/ 76	6/ 76	6/ 76	x	x	x	x	x			x	6/ 76											
3	Fleming, Andrew	x	x	x	x		6/ 76	6/ 76	6/ 76	6/ 76	6/ 76	x	x	x			x	6/ 76											
4	Gardner, Jerome	x	x	x	x				6/ 76	6/ 76	6/ 76	x	x	x			x	6/ 76											
5	Husted, David	x	x	x	x		6/ 76	x	6/ 76	x	x	x	x	x			x	6/ 76											
6	McCutcheon, Arnold	x	x	x	x		6/ 76	x	6/ 76	6/ 76	6/ 76	x	x	x			x	6/ 76											
7	Peirano, David	x	x	x	x		6/ 76	6/ 76	6/ 76	x	x	x	x	x			x	6/ 76											
8	Prescott, Waylon	x	x	x	x				6/ 76	x	x	x	x	x			x	6/ 76											
9	Warner, David	x	x	x	x		6/ 76	6/ 76	6/ 76	6/ 76		x	x	x			x	6/ 76											
0	Thoman, Sophie	x	x	x	x		6/ 76	x	6/ 76	x	x	x	x	x			x	6/ 76											
1	Beauliew, David	x	x	x	x		6/ 76	6/ 76	6/ 76	6/ 76	6/ 76	x	x	x			5/ 76	6/ 76											
2	Cure, Roosevelt	x	x	x	x		6/ 76	6/ 76	6/ 76	6/ 76	6/ 76	x	x	x			x	6/ 76											
3	Cote, Tammy	x	x	x	x		6/ 76	x	6/ 76	x	x	x	x	x			x	6/ 76											
4	Funchess, Suewetta	x	x	x	x		6/ 76	6/ 76	6/ 76	x	x	x	x	x			x	6/ 76											
5	Green, Roosevelt 161	x	x	x	x							x	x	x			x	6/ 76					162						

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
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SCHOOL Dania Elementary			SCORES						REPORTS															
AREA: South Central			INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL			ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 6-1-76				READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES						CHECKLIST	INFORMAL		
REVIEWER: P. Sheffield																								
STUDENT																								
1	Drohan, Patrick		x	x	x	x				6/76	x	x	x	x	x			x		6/76				
2	Washington, Emma		x	x	x	x				6/76	6/76	6/76	x	x	x			6/76		6/76				
3	Robinson, Garrin		x	x	x	x				6/76	6/76	6/76	x	x	x			x		6/76				
4	Sessa, Karla		x	x	x	x		6/76	6/76	6/76	6/76	6/76	x	x	x			x		6/76				
5	Williams, Donnie		x	x	x	x		6/76	6/76	6/76	6/76	6/76	x	x	x			x		6/76				
6	Fostano, Michael		x	x	x	x		x	x	6/76	6/76	6/76	x	x	x			x	x	6/76				
7	Viduralauga, Feux		x	x	x	x		6/76	6/76	6/76	6/76	6/76	x	x	x			x		6/76				
8	DuBow, Brian		x	x	x	x		x	x	6/76	6/76	6/76	x	x	x			x		6/76				
9	Moorehead, Debra							6/76	6/76	6/76	6/76	6/76						x		6/76				
0	Brayton, Billy.		x	x	x	x		x	x	6/76	x	x	x	x	x			x		6/76				
1	White, Lorenzo		x	x	x	x		6/76	6/76	6/76	6/76	6/76	x	x	x			x		6/76				
2	Doss, Anthony							x	x	6/76	x	x	5/76	5/76	5/76			5/76		6/76				
3	Kine, Robert							x	x	6/76			5/76	5/76	5/76			5/76		6/76				
4	Shultz, David		x	x	x	x				6/76	6/76	6/76	x	x	x			x		6/76				
5	Cooper, Kelly 163		x	x	x	x				6/76	x	x	x	x	x			x		6/76				164

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BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Dania Elementary			SCORES						REPORTS															
AREA: South Central			INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL			ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 6-1-76				READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	ENVIRONMENT						WORK SAMPLES	CHECKLIST	INFORMAL	
REVIEWER: P. Sheffield																								
	STUDENT																							
1	Green, Sharon		x	x	x	x		6/76	6/76	6/76	x	x	x	x	x			x		6/76				
2	Harvey, Jon		x	x	x	x				6/76	6/76	6/76	x	x	x			x		6/76				
3	Aleck, Tammy							x	x	6/76			5/76	5/76	5/76			4/76		6/76				
4	Chinault, Dino							4/76	4/76	6/76			5/76	5/76	5/76			5/76		6/76				
5	Barnowsky, Sandi		x	x	x	x		6/76	6/76				x	x	x			x		6/76				
6	Doctor, Nathan		x	x	x	x		4/76		6/76	x	x	x	x	x			x		6/76				
7	Morgan, Melissa			6/76	6/76	6/76	6/76	6/76	6/76	6/76	6/76	6/76	6/76	6/76						6/76	6/76	6/76		
8	Kane, Dawn			6/76	6/76	6/76	6/76	6/76	6/76	6/76	6/76	6/76	6/76	5/76						6/76	6/76	6/76		
9																								
10																								
11																								
12																								
13																								
14																								
15	165																						166	

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER, DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Olsen Middle		SCORES							REPORTS															
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES	CHECKLIST						INFORMAL			
REVIEWER: P. Sheffield																								
	STUDENT																							
1	Allen, Robert	x	x	x	x				x			x	x	x			x				x			
2	Weeks, Lois	x	x	x	x							x	x	x			x	x			x			
3	Reese, Scott	x	x	x	x		x										x	x						
4	Robin, Marshall	x	x	x	x												x	x						
5	Huder, Matthew	x										x	x	x			x	x						
6	Little, Paul	x	x	x	x		x	x				x	x				x	x						
7	Adams, Coldon	x	x	x	x				x			x	x	x			x	x			x			
8	Andrew, Anthony	x	x	x	x							x	x	x			x	x		x	x	x		
9	Brooks, Kevin	x	x	x	x							x	x	x			x	x			x			
10	Costa, Melissa	x															x	x			x	x		
11	Cunningham, Ralph	x	x	x	x							x	x	x			x	x		x				
12	Fallis, Richard	x	x	x	x							x	x	x			x	x						
13	Huff, Larry	x	x	x	x							x	x	x			x	x			x			
14	Klebanow, Danna	x	x	x	x							x	x	x			x	x			x			
15	Lakin, Sheryl167	x					x					x	x	x			x	x			x			

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Olsen Middle		SCORES								REPORTS															
AREA: South Central		INTELLIGENCE	ACHIEVEMENT					PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY	PHYSICALLY HANDICAPPED				EMOTIONAL INVOLVEMENT	WORK SAMPLES	CHECKLIST	INFORMAL									
REVIEWER: P. Sheffield																									
	STUDENT																								
1	Lazslo, Ernie	x	x	x	x							x	x	x			x	x		x	x				
2	McDermott, Tracy	x	x	x	x				x			x	x	x			x	x			x				
3	Woodham, Gerald	x	x	x	x							x	x	x			x	x							
4	Woodward, Becky	x	x	x	x				x			x	x	x			x	x			x				
5																									
6																									
7																									
8																									
9																									
10																									
11																									
12																									
13																									
14																									
15	169																								170

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Olsen Middle			SCORES						REPORTS																
AREA: South Central			INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 6-1-76				READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	CHECKLIST	INFORMAL									
REVIEWER: P. Sheffield																									
STUDENT																									
1	Allen, Robert		x	x	x	x		5/6	5/6	x	4/7	4/26	x	x	x			x		5/24	4/23	x			
2	Weeks, Lois		x	x	x	x		5/6	5/6	4/20	4/7	4/26	x	x	x	5/24		x	x	5/24	4/23	x			
3	Reese, Scott		x	x	x	x		x	5/7	4/20	4/26	4/26	x					x	x	5/24	4/23				
4	Robin, Marshall		x	x	x	x		5/6	5/6	4/20	4/7	4/26	x			5/24		x	x	5/24	4/23				
5	Huder, Matthew		x	4/28	4/28	4/28		4/28	4/28	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23				
6	Little, Paul		x	x	x	x		x	x	4/20	4/7	4/26	x	x				x	x	5/24	4/23				
7	Adams, Coldon		x	x	x	x		5/6	5/6	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23	x			
8	Andrew, Anthony		x	x	x	x		5/7	5/7	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23	x	x		
9	Brooks, Kevin		x	x	x	x		5/10	5/10	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23	x			
10	Costa, Melissa		x	4/28	4/28	4/28		5/3	5/3	4/20	4/7	4/26	x					x	x	5/24	4/23	x	x		
11	Cunningham, Ralph		x	x	x	x		5/7	5/7	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23				
12	Fallis, Richard		x	x	x	x		5/3	5/3	4/20	4/7	4/28	x	x	x			x	x	5/24	4/23				
13	Huff, Larry		x	x	x	x		5/4	5/4	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23	x			
14	Klebanow, Danna		x	x	x	x		5/5	5/5	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23	x			
15	Lakin, Sheryl 171		x	4/28	4/28	4/28		x	5/4	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23	x		172	

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

SCHOOL Olsen Middle		SCORES						REPORTS														REVIEWER	
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL			ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			
DATE: 6-1-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES						CHECKLIST	INFORMAL		
REVIEWER: P. Sheffield																							
	STUDENT																						
1	Lazslo, Ernie	x	x	x	x		5/5	5/5	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23	x		
2	McDermott, Tracy	x	x	x	x		5/6	5/6	x	4/2	4/26	x	x	x			x	x	5/24	4/23	x		
3	Woodham, Gerald	x	x	x	x		5/7	5/7	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23			
4	Woodward, Becky	x	x	x	x		5/6	5/6	4/20	4/7	4/26	x	x	x			x	x	5/24	4/23	x		
5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							
13																							
14																							
15	173																						

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

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SCHOOL Hollywood Hills High		SCORES						REPORTS														REVIEWER		
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER- CEPTUAL	VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO- LOGICAL				A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING					
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING					VISUAL	AUDITORY	PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT					ENVIRONMENT	LANGUAGE IF NEEDED	WORK SAMPLES		CHECKLIST	INFORMAL
REVIEWER: P. Sheffield																								
	STUDENT																							
1	Astern, Julie																							
2	Lane, Roger																							
3	Heist, Jay																							
4	Farmer, Barry	x	x	x	x					x	x	x			x	x								
5	Astern, Maxine	x	x	x	x						x				x	x	x							
6	Cooper, Gaylon	x	x	x	x						x				x	x	x							
7	Fistel, Lisa	x	x	x	x		x	x							x	x	x							
8	Ford, Thomas	x	x	x	x		x	x							x	x								
9	Garcia, Diana	x	x	x	x					x	x				x	x	x							
10	Heist, Connie	x	x	x	x										x	x	x							
11	Hughes, Gary		x	x	x										x	x	x							
12	Hutson, Dwayne	x	x	x	x					x	x	x			x	x								
13	Jackson, David	x	x	x	x		x	x		x	x	x	x		x	x	x							
14	Keminski, Jay Allen	x	x	x	x		x	x		x	x	x			x	x	x							
15	Kantor, John	x	x	x	x					x	x	x			x	x	x							

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

2

SCHOOL		Hollywood Hills High		SCORES					REPORTS															
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 2-20-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES	CHECKLIST						INFORMAL			
REVIEWER: P. Sheffield																								
	STUDENT																							
1	King, Marlon	x	x	x	x		x	x				x	x	x			x	x	x					
2	LaPoint, Butch	x	x	x	x							x	x	x			x	x						
3	McAllister, Maureen	x	x	x	x												x	x						
4	McCoin, Charles	x	x	x	x												x	x						
5	Middleton, Byron		x	x	x												x	x						
6	Miller, Jack	x	x	x	x		x										x							
7	Moore, Cindy	x	x	x	x		x	x				x	x	x			x	x			x			
8	Osborn, Jeff	x							x								x							
9	Pelieger, Steven		x	x	x												x	x	x					
10	Sacco, John	x	x	x	x							x	x	x			x	x	x		x			
11	Shelton, Vickie	x	x	x	x							x					x	x						
12	Tillotson, Caroline	x	x	x	x		x	x									x	x						
13																								
14																								
15	177																						178	

BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

1

SCHOOL Hollywood Hills High			SCORES						REPORTS																
AREA: South Central			INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			REVIEWER
DATE: 6-1-76				READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES	CHECKLIST						INFORMAL			
REVIEWER: P. Sheffield																									
	STUDENT																								
1	Astern, Julie		4-6	6-1	6-1	6-1		6-1	6-1		4-7	4-7					4-7								
2	Lane, Roger		4-6								4-7	4-7					4-7								
3	Heist, Jay		4-6	6-1	6-1	6-1		6-1	6-1		4-7	4-7					4-7								
4	Farmer, Barry		x	x	x	x					4-7	4-7	x	x	x		x	x							
5	Astern, Maxine		x	x	x	x		6-1	6-1		4-7	4-7		x			x	x	x						
6	Cooper, Gaylon		x	x	x	x		6-1	6-1		4-7	4-7		x			x	x	x						
7	Fistel, Lisa		x	x	x	x		x	x		4-7	4-7					x	x	x						
8	Ford, Thomas		x	x	x	x		x	x								x	x							
9	Garcia, Diana		x	x	x	x		6-1	6-1		4-7	4-7	x	x			x	x	x						
10	Heist, Connie		x	x	x	x					4-7	4-7					x	x	x						
11	Hughes, Gary			x	x	x		6-1	6-1		4-7	4-7					x	x	x						
12	Hutson, Dwayne		x	x	x	x		6-1	6-1		4-7	4-7	x	x	x		x	x							
13	Jackson, David		x	x	x	x		x	x		4-7	4-7	x	x	x	x	x	x	x						
14	Keminski, Jay Allen		x	x	x	x		x	x		4-7	4-7	x	x	x		x	x	x						
15	Kantor, John		x	x	x	x					4-7	4-7	x	x	x		x	x	x						

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BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

150

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
AUDIT OF S.L.D. STUDENT FOLDERS

2

SCHOOL Hollywood Hills High		SCORES							REPORTS														REVIEWER	
AREA: South Central		INTELLIGENCE	ACHIEVEMENT				PER-CEPTUAL		VISUAL ACUITY	AUDITORY ACUITY	SPEECH	PSYCHO-LOGICAL				ENVIRONMENT LANGUAGE IF NEEDED	A-2 FORM	A-1 FORM	B-1 FORM	B-2 FORM	SCREENING			
DATE: 6-1-76			READING	ARITH.	SPELLING	WRITING	VISUAL	AUDITORY				PHYSICALLY HANDICAPPED	EMOTIONAL INVOLVEMENT	WORK SAMPLES	CHECKLIST						INFORMAL			
REVIEWER: P. Sheffield																								
	STUDENT																							
1	King, Marlon	x	x	x	x			x	x	4-7	4-7	x	x	x			x	x	x					
2	LaPoint, Butch	x	x	x	x					4-7	4-7	x	x	x			x	x						
3	McAllister, Maureen	x	x	x	x		6-1	6-1		4-7	4-7						x	x						
4	McCoin, Charles	x	x	x	x					4-7	4-7						x	x						
5	Middleton, Byron		x	x	x		6-1	6-1		4-7	4-7						x	x						
6	Miller, Jack	x	x	x	x		x	6-1		4-7	4-7						x							
7	Moore, Cindy	x	x	x	x		x	x		4-7	4-7	x	x	x			x	x			x			
8	Osborn, Jeff	x	6-1	6-1	6-1		6-1	6-1	x	4-7	4-7						x							
9	Pelieger, Steven		x	x	x		6-1	6-1		4-7	4-7						x	x	x					
10	Sacco, John	x	x	x	x		6-1	6-1		4-7	4-7	x	x	x			x	x	x		x			
11	Shelton, Vickie	x	x	x	x		6-1	6-1		4-7	4-7	x					x	x						
12	Tillotson, Caroline	x	x	x	x		x	x		4-7	4-7						x	x						
13																								
14																								
15	181																							

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BLANK SPACES INDICATE NEED FOR DATA IN FOLDER. DATED SPACES INDICATE DATA COMPLETED

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THE SLD EDUCATIONAL PROCESS EVALUATION PRACTICUM
NEEDS ASSESSMENT - PARTICIPANTS
March 11, 1976

Name _____

School _____

Your response to the following items will assist the PLT Staff in completing the time frames and assignments for the practicum. Please complete item I, II and III.

I. Mark each item you have administered and scored on 10 or more students:

- _____ SLD Checklist
- _____ SLD Informal Screening
- _____ Wepman-Test of Auditory Discrimination - Revised
- _____ Peabody Picture Vocabulary Test
- _____ Detroit - Auditory Subtests: #4, #6, #13
- _____ Detroit - Visual Subtests: #3, #5, #9, #16
- _____ Key Math Diagnostic Test
- _____ Woodcock Reading Mastery Test
- _____ Wide Range Achievement Test (Spelling)

II. State the priority types of assistance you currently need to complete the Referral Form:

1. _____
2. _____
3. _____
4. _____
5. _____

III. State the priority types of assistance you currently need to complete the SLD Student Folder.

1. _____
2. _____
3. _____
4. _____
5. _____

NEEDS ASSESSMENT OF PARTICIPANTS

March 1976

Results of the needs assessment are summarized below. The items checked for each participant indicate that the participant has administered and scored the item on 10 or more students. The PLT members responsible for the specific items should plan to meet with the participants who have indicated prior "experience", determine the degree of competence expected and alternative assignments as warranted.

<u>PARTICIPANTS</u>	<u>SLD CKLIST YOUNG</u>	<u>SLD INFORMAL YOUNG</u>	<u>WEPMAN ZACHAR</u>	<u>PPVT ZACHAR</u>	<u>DET-AUD YOUNG</u>	<u>DET-VIS YOUNG</u>	<u>KEY MATH WANTUCK</u>	<u>WOODCOCK TARULLO</u>	<u>WRAT-SPELLING TARULLO</u>
Rudich (Dania)	X	X	X	X	X	X			X
Terry (Bethune)	X	X		X					X
Spiller (Collins)	X	X		X					X
Kelsey (Collins)	X	X			X	X			
Hull (Bethune)				X			X	X	X
Sorg (Hywd Hills)			X		X	X		X	X
*Brown (Hywd Hills)									
*Volker (Olsen)									
*Brazier (Olsen)									
*Warcham (Dania)									

*Participant had not administered and scored any of the items

ASSESSMENT OF PARTICIPANTS
JUNE 1976

The items checked for each participant indicate that the participant has successfully administered and scored the particular items. This summary reflects the data taken from the Participant Assignment Record forms.

<u>PARTICIPANT</u>	<u>SLD CKLIST</u>	<u>SLD INFORMAL</u>	<u>WEPMAN</u>	<u>PPVT</u>	<u>DET-AUD</u>	<u>DET-VIS</u>	<u>KEY MATH</u>	<u>WOODCOCK</u>	<u>WRAT-SPELLING</u>
Rudich	X	X	X	X	X	X	X	X	X
Terry	X	X	X	X	X	X	X	X	X
Spiller	X	X	X	X	X	X	X	X	X
Kelsey	X	X	X	X	X	X	X	X	X
Hull	X	X	X	X	X	X	X	X	X
Sorg	X	X	X	X	X	X	X	X	X
Brown	X	X	X	X	X	X	X	X	X
Volker	X	X	X	X	X	X	X	X	X
Brazier	X	X	X	X	X	X	X	X	X
Wareham	X	X	X	X	X	X	X	X	X

PARTICIPANT ASSIGNMENT RECORD

Last Name Mareham, Maurer Exceptionality _____

School Dania Elementary Social Security No. 261-80-7865

Area Location South Central

Date	Workshop	Component #	Hours	Total Hours
3-19-76	Maurer Harker	_____	6	
3-25-76	Maurer Harker	_____	6	
4-1-76	Maurer Harker	_____	6	
4-8-76	Maurer Harker	_____	6	
4/22/76	Maurer Harker	_____	6	
4/29/76	Maurer Harker	_____	6	
5/3/76	Maurer Harker	_____	6	
5/20/76	Maurer Harker	_____	6	
5/27/76	Maurer Harker	_____	6	
		155		
		188		

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Certificate of Award

This Certifies That

Cindi Brown

In Recognition of Distinguished Achievement in

Educational Process Evaluation by Teachers Project

and by Recommendation of the Committee on Awards

has been Granted this Certificate.

Given at Exceptional Student Center this 26 day of May 1976

Joel L. Keiter
Frederic Skalmey

Broward County Public Schools
Division of Instruction

— Certificate —

For Satisfactory Completion of an In-Service Course

Name of Student CINDI BROWN

Social Security Number 263-29-0481

Course Title Educational Process Evaluation

School/Department Hollywood Hills High

Secondary X Elementary _____

Subject Area Learning Disabilities

Inclusive Dates of Course: From 3/11 To 5/27/76

Incentive Award Credit Hours 3

Component Number E1012R

Inservice Points 45

Frederic Skalny 6/10/76
Signature of Instructor Date

Katherine La Belle 6/12/76
Signature of Director Date

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

April 28, 1976

TO: Educational Process Evaluation by Teachers Practicum Participants
FROM: Practicum Leadership Team
RE: Formative Evaluation

It will be appreciated if you will evaluate the first five sessions of our practicum experience. The results of the evaluation will be considered as we finalize plans for the remaining five sessions.

Please use a one to four response with one being excellent and four being fair. If you wish, comments can be made on back of page.

	1	2	3	4
A. Have the topics been relevant to the screening and diagnostic process of potential SLD students	7	3		
B. Are the test materials and kits adequate for completing the folders of your SLD students	9	1		
C. Has the amount of time spent on the individual topics been appropriate	2	4	2	2
D. Are you able to utilize the evaluation skills acquired in the project on your SLD students	7	3		
*E. Has your principal been able to acquire substitutes for you without difficulty	7			
F. Do you find it beneficial to practice the evaluation skills learned on members of the practicum group	3	2	3	2
G. Are you satisfied with the progress you've made to date on completing your SLD folders	4	5	1	

What specific suggestions do you have for improving the effectiveness of our practicum experiences?

I am currently serving as:

A Guidance Counselor ☐ An SLD Resource Teacher ☐
An SLD Self-Contained Teacher ☐ A regular classroom teacher ☐
Other _____

*Not Applicable - 3

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JLK/vsd

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

May 26, 1976

TO: Educational Process Evaluation by Teachers Project Participants
FROM: Project Leadership Team
RE: Evaluation of Project

It will be appreciated if you will evaluate the last five sessions of our practicum experience.

Please use a one to four response with one being excellent and four being fair. If you wish, comments can be made on back of page.

	1	2	3	4
A. Have the topics been relevant to the screening and diagnostic process of potential SLD students	8	2		
B. Are the test materials and kits adequate for completing the folders of your SLD students	10			
C. Has the amount of time spent on the individual topics been appropriate	3	4	2	1
D. Are you able to utilize the evaluation skills acquired in the project on your SLD students	8	2		
E. Are you satisfied with the progress you've made to date on completing your SLD folders	10			
F. What specific suggestions do you have for improving the effectiveness of our practicum experiences?				

I am currently serving as:

☐ A Guidance Counselor ☐ An SLD Resource Teacher
☐ An SLD Self-Contained Teacher ☐ A regular classroom teacher
☐ Other

JLK/vsd

EVALUATION OF PROJECT BY TEACHERS					F O R M A T I V E					S U M M A T I V E				
Evaluate from one (excellent) to four (fair)					1	2	3	4	N A	1	2	3	4	N A
A. Have the topics been relevant to the screening and diagnostic process of potential SLD students?					7	3				8	2			
B. Are the test materials and kits adequate for completing the folders of your SLD students?					9	1				10				
C. Has the amount of time spent on the individual topics been appropriate?					2	4	2	2		3	4	2	1	
D. Are you able to utilize the evaluation skills acquired in the project on your SLD students?					7	3				8	2			
E. Has your principal been able to acquire substitutes for you without difficulty?					7				3	-	-	-	-	-
F. Do you find it beneficial to practice the evaluation skills learned on members of the practicum group?					3	2	3	2		-	-	-	-	-
G. Are you satisfied with the progress you've made to date on completing your SLD folders?					4	5	1			10				

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

June 15, 1976

TO: PRACTICUM LEADERSHIP TEAM MEMBERS
FROM: JOEL L. KEITER *JK*
RE: EVALUATION OF EDUCATIONAL PROCESS EVALUATION BY
TEACHERS PRACTICUM

Let me take this opportunity to thank you for your participation on the PLT. This participation contributed toward making the experience a success. At this time I'm working on writing the final report and we'll share a copy with you when it is completed.

Before completing the report I need a summative evaluation by the members of the PLT. Please take a few minutes and respond to the several items — A self-addressed envelope is included for your use in mailing the evaluation to me.

Thanks in advance for your response. Have a pleasant summer vacation —

JKK/mr

Attachment

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

TO: EDUCATIONAL PROCESS EVALUATION BY TEACHERS
PRACTICUM TEAM MEMBERS

FROM: JOEL L. KEITER

RE: SUMMATIVE EVALUATION

	YES	NO	COMMENT
1. WAS THE NUMBER AND LENGTH OF TRAINING SESSIONS APPROPRIATE?			
2. WERE THE DIAGNOSTIC MATERIALS READILY ACCESSIBLE?			
3. WAS THERE SUFFICIENT HANDS ON EXPERIENCE WITH EVALUATION INSTRUMENTS?			
4. WOULD IT BE ADVISABLE IN FUTURE SESSIONS TO UTILIZE DEMONSTRATION EXPERIENCES IN SCHOOLS, CENTERS, ETC.?			
5. DID PARTICIPANTS HAVE SUFFICIENT OPPORTUNITY TO "RECYCLE" IN THE ABSENCE OF A WHEEL APPROACH?			
6. WAS THE TIME ALLOTTED TO FOLLOW UP INTERACTION ADEQUATE ON THE HALF DAY FORMAT?			
7. WOULD YOU BE WILLING TO PARTICIPATE ON A PRACTICUM LEADERSHIP TEAM IN THE FUTURE?			

8. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE PRACTICUM DESIGN?

FORMATIVESUMMATIVEEVALUATION OF PROJECT BY PRACTICUM
TEAM MEMBERS

	YES	NO	NA
A. Was the number and length of training sessions appropriate?	8		2
B. Were the diagnostic materials readily accessible?	8		2
C. Was there sufficient hands on experience with evaluation instruments?	6		4
D. Would it be advisable in future sessions to utilize demonstration experiences in schools, centers, etc?	8		2
E. Did participants have sufficient opportunity to recycle in absence of a wheel approach?	4	2	4
F. Was the time allotted to follow-up interaction adequate on the half-day format?	8		2
G. Would you be willing to participate on a practicum leadership team in the future?	10		

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

EDUCATIONAL PROCESS EVALUATION BY TEACHERS

SUMMARY OF EXPENDITURES

A. Process Testing Materials

Detroit Test - 10 @ \$16.80	\$ 168.00
Keymath Test - 10 @ \$23.85	238.50
Woodcock Reading Test - 10 @ \$20.50	205.00
Peabody Picture Vocabulary Test - 10 @ \$14.00	140.00
Wide Range Achievement Test - 10 @ \$16.50	165.00
Wepman Auditory Test - 10 @ \$9.50	95.00
TOTAL	\$1011.50

B. Substitues Provided for Project Participants

NAME OF PARTICIPANT	# DAYS	RATE	TOTAL
Beth Blazier	11.5	31.00	\$ 356.50
Cindy Brown	6	31.00	186.00
Robina Hull	9.5	31.00	294.50
Marcia Kelsey	8	31.00	248.00
Linda Rudich	-	-	-
Sharon Sorg	9	31.00	279.00
Henry Spiller	-	-	-
Lila Terry	-	-	-
Peggy Volker	11	31.00	341.00
Maureen Wareham	11	31.00	341.00
TOTAL	66	-	\$2046.00

C. Services of Practicum Leadership Team

Miscellaneous	\$ 10.00
TOTAL EXPENSES OF PROJECT	\$3067.50

APPENDIX D

Program Monitors

PROGRAM MONITORS FOR PRACTICUM

Dr. Linda Coffey, Assistant Director
Elementary School Education
The School Board of Broward County, Florida
1320 Southwest 4 Street
Fort Lauderdale, Florida 33312
(305) 765-6363

Mr. Edgar Elder, Director
Middle School Education
The School Board of Broward County, Florida
1001 Northwest 4 Street
Fort Lauderdale, Florida 33311

Dr. Robert G. Wieland, Director
Psychological Services
The School Board of Broward County, Florida 33316
701 South Andrews Avenue
Fort Lauderdale, Florida 33316
(305) 765-6608

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



James E. Maurer
Superintendent of Schools

Andrew Mavrides, Chairman
Kathleen C. Wright, Vice Chairman
Henry W. Harbinson, Sr.
Janet L. MacGregor
H. Don Moore
William S. Tillett
John Tripp

June 30, 1976

Dr. Sam Kaylin
Director of Practicum
Nova University
3301 College Avenue
Fort Lauderdale, Florida

Dear Dr. Kaylin:

During the past year I agreed to become a program monitor for Mr. Joel Keiter.

His practicum Educational Process Evaluation By Teachers has been developed and implemented with a great deal of expertise. It should prove to be quite satisfactory.

Sincerely,

A handwritten signature in cursive script that reads "Linda Coffey".

Linda Coffey Ed.D.
Assistant Director, Elementary Education

LC/bb

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



James E. Maurer
Superintendent of Schools

Andrew Mavrides, Chairman
Kathleen C. Wright, Vice Chairman
Henry W. Harbinson, Sr.
Janet L. MacGregor
H. Don Moore
William S. Tillett
John Tripp

June 15, 1976

Nova University Programs for Educational Leaders:

Mr. Joel Keiter has assumed quite a leadership role in planning, organizing and implementing the Educational Process Evaluation by Teachers Project.

We believe, through his efforts, that we will meet all of the state requirements with regard to the evaluation and diagnosis of learning disabled students. The five schools that have participated in the project, in addition to those that will participate in the future, will stand in good stead in any future audit of the SLD program.

It is my pleasure to recommend Mr. Keiter to you.

Sincerely,

A handwritten signature in cursive script, appearing to read "E. B. Elder", is written over the typed name.

E. B. Elder, Director
Middle School Education

EBE:mb

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



DIAGNOSTIC SERVICES
Robert G. Wieland, Ed. D., Director
701 South Andrews Avenue
Fort Lauderdale, Florida 33316
305/765-6579

June 18, 1976

TO WHOM IT MAY CONCERN:

Please be advised that Mr. Joel L. Keiter, Director of Exceptional Student Education, The School Board of Broward County, Florida, has successfully completed the Educational Process Evaluation by Teachers Practicum. We have followed this particular project from its inception and feel that the stated objectives have in fact been realized.

The Practicum Leadership Team, under the direction of Mr. Keiter, has been effective in training the Educational Process Evaluation by Teachers Practicum participants to screen potential learning disabled students, as well as to conduct the process evaluation of students. The five participating schools now have trained personnel to accomplish this necessary function to students.

As a result of this effort, the five participating schools are now prepared for a state audit of the program for learning disabled students.

It is anticipated that the practicum model will be implemented in additional schools throughout the system. This will insure the compliance by The School Board of Broward County, Florida as regards the future audit of the Programs for Learning Disabled Students.

Sincerely,

Robert G. Wieland, Ed.D.
Director
Psychological Services

RGW/jh

APPENDIX E

Plan of Action

PLAN OF ACTION

		DATE	COMPLETION
1.	Plan and Organize for Program	November 1975-February 1976	X
2.	Complete Needs Assessment Survey	February 1976	X
3.	Orientation for Program Participants and School Administrators	February 1976	X
4.	Implementation of Program Model	March-May 1976	X
5.	Evaluate Program Implementation	June 1976	X
6.	Complete and Disseminate Program Report	July 1976	X

APPENDIX F

Correspondence with Participating Principals

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

April 20, 1976

TO: Mr. Gene Roberts, Principal
Olsen Middle School

FROM: Joel L. Keiter

RE: Educational Process Evaluation By Teachers

The attached form reflects the current status of the diagnostic materials for your specific learning disabled students.

Your teacher participants are making progress as regards the completion of necessary documentation as seen by the dated information. Hopefully, by the end of May, all of the folders will be complete with particular emphasis on the process evaluation material.

Your continued cooperation is appreciated.

JLK/vsd
cc: Teacher Participants
Dr. Skalny
Attachment

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

EXCEPTIONAL STUDENT EDUCATION

May 18, 1976

TO: Principal
FROM: Joel L. Keiter
RE: EDUCATIONAL PROCESS EVALUATION BY TEACHERS PROJECT

As we near the completion of our Educational Process Evaluation by Teachers Project we would like to bring you up to date on our progress.

- A. Our final two sessions are scheduled for Thursday, May 20th and Thursday, May 27, 1976.
- B. Your teacher participants have indicated a favorable response to a formative evaluation. Various suggestions have been implemented during the past few sessions.
- C. A brief review of your SLD student folders indicates considerable progress. Hopefully by May 27, 1976 all SLD student folders will be complete with regard to necessary documentation.

A final audit of the folders will be made subsequent to May 27, 1976 in order to determine if the stated objectives of the project were realized.
- D. Each teacher participant has been provided with approximately one hundred dollars worth of evaluation instruments. The following materials are to become the property of your school:

Detroit Test @\$16.80
Key Math Test @\$23.85
Woodcock Reading Test @\$20.50
Wepman Auditory Test @\$9.50

Peabody Picture Vocabulary Test @\$14.00
Wide Range Achievement Test @\$16.50

- E. It is anticipated that a summary of the project will be made to the Superintendent of Schools with some specific recommendations regarding future expansion of the project concept.

Page 2
May 18, 1976

A brief response from you as regards the value to your school and/or suggestions regarding the project will be greatly appreciated. Any suggestions will be incorporated in the final report.

In conclusion, on behalf of the Practicum Leadership Team, I want to say it has been a pleasure working with you and your fine teachers. Best wishes to you for a successful conclusion to this school term and have a wonderful summer vacation.

JLK:mn
cc: Dr. Skalny

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



OLSEN MIDDLE SCHOOL
Gene D. Roberts, Principal
1301 Southeast Second Avenue
Dania, Florida 33004
305/923-2381

June 1, 1976

TO: Joel L. Keiter, Director
Exceptional Student Education
FROM: Gene D. Roberts, Principal
RE: Process Testing by Teachers Project

The process testing practicum in which our teachers, Peggy Volker and Elisabeth Blazier, participated has helped us here at Olsen Middle School in the completion of the audit folders for our current SLD students.

Conducting the PTP in the Spring term has been of special benefit in the work of the audit folders, and will moreover prove to be of benefit to us in the Fall in organizing new classes, and testing new students for placement and prescription.

Olsen is now particularly advantaged to have two staff members qualified to aid our Guidance Department in the identification of children who are referred for special programs.

GDR:hd

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



DANIA ELEMENTARY SCHOOL
William R. Mauger, Principal
300 Southeast Second Avenue
Dania, Florida 33004
305/922-4586

June 3, 1976

TO: Mr. Joel Keiter, Director of Exceptional Child

FROM: William R. Mauger, Principal, Dania Elementary School *W.R.M.*

RE: Process Testing by Teachers Project (P.T.T.P.)

The two representatives from Dania Elementary, Mrs. Rudich and Miss Wareham, have found the P.T.T.P. to be very valuable in clarifying the needs for the audit folders and learning how to administer new evaluative instruments. Having the necessary tests, provided by the P.T.T.P. workshop, in our school will expedite the referral procedure.

We have completed process testing on twenty-two students who are currently in the program.

Our teachers feel that a workshop of this type would be most beneficial in the Fall rather than in the Spring. We would like to see more teachers trained to assist in this time-consuming job. Also, it would be very helpful to follow-up with a course in interpretation next year.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



HOLLYWOOD HILLS HIGH SCHOOL
Frank C. Campana, Principal
5400 Stirling Road
Hollywood, Florida 33021
305/981-4552

May 24, 1976

TO: Joel L. Keiter
FROM: Frank C. Campana *FCC*
RE: Process Testing by Teachers Project (PTTP)

Discussing the value to our school and suggestions regarding the PTTP with the teachers involved, they have found the PTTP very valuable in determining the needs for the audit folders as well as evaluating the students. They are working now on completing the evaluations and should have all the academic and process testing done by the end of the year.

Mrs. Sorg and Mrs Brown feel very strongly that the PTTP should not be given at the end of the year and that more time should be allocated.

They have also found this helpful in determining the needs for the other exceptional child programs and completion of their folders.

FCC:mc

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

June 17, 1976



COLLINS ELEMENTARY SCHOOL
Mary B. Mitchell, Principal
1050 N. W. Second Street
Dania, Florida 33004
305/922-4516

Mr. Joel Keiter, Director
Exceptional Student Education
425 SW 28 Street
Fort Lauderdale, Florida 33315

Dear Mr. Keiter:

Kindly accept our gratitude for the opportunity to participate in the Process Testing by Teachers Project. Conferences with Collins' participants and evidence of their implementation of procedures revealed that the objective of the project - developing competency in the administration of specific process evaluation instruments and SLD screening techniques - has been accomplished.

Because of the benefits of the program to participating schools, our recommendations are: (1) expansion of the project to include additional schools and (2) early initiation (September, 1976) of the training sessions.

Sincerely,

Mary B. Mitchell
Mary B. Mitchell

MBM:mjr

cc: Marcia Kelsey
Henry Spiller

APPENDIX G

Correspondence to Practicum Leadership Team Members

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



EXCEPTIONAL STUDENT EDUCATION
Joel L. Keiter, Director
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6667

April 8, 1976

TO: Ms. Rosalie Zachar
FROM: Joel L. Keiter
RE: Educational Process Evaluation by Teachers

On behalf of the teacher participants and the Practicum Leadership Team, I want to thank you for assisting us in the area of speech and language.

We're meeting each Thursday until the end of May and perhaps you will be able to visit with us again.

Hope you're enjoying the spring vacation.

JLK/vsd

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

April 8, 1976

TO: Ms. Lois Stanford
FROM: Joel L. Keiter
RE: Educational Process Evaluation by Teachers

On behalf of the teacher participants and the practicum leadership team, I want to thank you for assisting us in the area of visual acuity.

We're meeting each Thursday until the end of May and perhaps you will be able to visit with us again.

Best wishes for a pleasant spring vacation.

JLK/vsd
cc: Dr. Skalny

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

April 8, 1976

TO: Mr. Dan James
FROM: Joel L. Keiter
RE: Educational Process Evaluation by Teachers

On behalf of the teacher participants and the other members of the Practicum Leadership Team, I want to thank you for the presentation on auditory acuity.

Hope you'll be able to join us again before the end of May.

Best wishes for a pleasant spring vacation.

JLK/vsd
cc: Dr. Skalny

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

April 30, 1976

TO: Mrs. Kathryn Pierce
FROM: Joel L. Keiter
RE: Educational Process Evaluation by Teachers

On behalf of the teacher participants and the other members of the Practicum Leadership Team, I want to thank you for the presentation on the Key Math Program.

Hope you'll be able to join us again on May 13, 1976. As you know, we cancelled the meeting originally scheduled for May 6, 1976.

Thanks a million.

JLK/vsd
cc: Dr. Skalny

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

April 30, 1976

TO: Mr. Larry Wantuck
FROM: Joel L. Keiter
RE: Educational Process Evaluation by Teachers

On behalf of the teacher participants and the other members of the Practicum Leadership Team, I want to thank you for the presentation on the Key Math Program.

Hope you'll be able to join us again on May 13, 1976. We cancelled the meeting originally scheduled for May 6, 1976.

Thanks a million.

JLK/vsd
cc: Dr. Skalny

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

April 30, 1976

TO: Ms. Elaine Young
FROM: Joel L. Keiter
RE: Educational Process Evaluation by Teachers

Just want to give you a BIG "MIDTERM" THANK YOU for all you've done on the practicum.

We're moving ahead and accomplishing a great deal as a direct result of the long hours you've given.

Keep on keeping on!

JLK/vsd
cc: Dr. Skalny

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION

April 30, 1976

TO: Ms. Nan Tarullo
FROM: Joel L. Keiter
RE: Educational Process Evaluation by Teachers

Just want to give you a BIG "MIDTERM" THANK YOU for all you've done on the practicum.

We're moving ahead and accomplishing a great deal as a direct result of the long hours you've given.

Keep on keeping on!

JLK/vsd
cc: Dr. Skalny

APPENDIX H

Institutionalization of Practicum

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



FLORIDA LEARNING RESOURCES SYSTEM/MEDIA
EXCEPTIONAL STUDENT CENTER
425 Southwest 28th Street
Fort Lauderdale, Florida 33315
305/765-6017

June 23, 1976

TO: Joel L. Keiter, Director of Exceptional Student Education
FROM: Dr. Eileen Schussler, Inservice Coordinator, FLRS/MEDIA
RE: Educational Process Evaluation by Teachers

"The Educational Process Evaluation by Teachers" was developed to meet the Florida State Department of Education's mandate for local school districts to identify procedures for providing special education for exceptional students. The procedure must include plans for the screening, diagnostic, identification, placement and dismissal of each student being considered for special education placement. This mandate implies that professionals have the necessary competencies to meet the tasks that are now included as a part of their job task.

The needs assessments completed by the participants in the "Educational Process Evaluation by Teachers" indicated a need for inservice training. The purpose of Florida Learning Resources System/MEDIA a Title VI-B project is to provide inservice training to teachers of Exceptional Students. The goals and objectives of the "Educational Process Evaluation by Teachers" were such that FLRS/MEDIA was able to assist in the development and dissemination of this project.

A pilot project was necessary in order for duplication of this model to occur in the future. With continued county approval for continuation of this project, FLRS/MEDIA will be able to offer such an opportunity to teachers of Exceptional Students in the fall.

The results of the formative evaluation suggests that consideration should be given to the following:

1. Topics were relevant to the screening and diagnostic process of potential SLD students.
2. Test materials and kits were adequate for completing the folders of Specific Learning Disabled Students.
3. Time spent on the individual topics should be reevaluated. Participants preferred half day seminars with the other half designated for testing. Therefore, more time may need to be allocated for duplication of this project.

4. Fall offering would be more beneficial. The Project Leadership Team was aware of this and will utilize the results of this project to implement this program at a more appropriate time.
5. Evaluation skills that were acquired in this project and applicable to be utilized with Specific Learning Disabilities Students.
6. Interpretation of test data should be offered.
7. Participants were satisfied with the progress that they made completing the folders of their students.

The above information with the inclusion of the participants comments will enable FLRS/MEDIA to revise some of the techniques utilized in this model. The design and format will remain the same since it can be duplicated by professionals with the appropriate expertise.

This was the first opportunity provided to Broward County Teachers of Exceptional Students to become familiar with the referral process and procedures to meet the District Procedures. Such inservice offerings are now a necessity, implied by state and Federal Law (Public Law 94.142) Florida Learning Resources System/MEDIA is proud to be a part of this professional endeavor and is looking forward to continuing this precedent.

ES/deb

DEPARTMENT OF EDUCATION
FLORIDA DEVELOPED PRODUCTS LISTING
CATALOG ABSTRACT FORMAT

INSTRUCTIONS: Please complete one form for each product submitted for inclusion in the Florida-Developed Products Listing and return these forms to:

Clearinghouse/Information Center
Education for Exceptional Students
319 Knott Building
Tallahassee, Florida 32304

1. Title of Product: EDUCATIONAL PROCESS EVALUATION BY TEACHERS	2. Date of Publication: JUNE 1976
3. Name of Sponsoring District, Project, and/or Program: EXCEPTIONAL STUDENT EDUCATION THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA	4. Name of Contact Person for Additional Information Concerning Product: JOEL L. KEITER (ELRS/MEDIA)
5. Title of Contact Person: DIRECTOR	6. Address of Contact Person: 33315 425 S.W. 28 St., Ft. Lauderdale, Fla
7. Telephone Number of Contact Person: (305) 765-6017	8. Description of Use: <i>(more than one category may be indicated)</i> ☐ Instructional <i>(specify grade level _____)</i> ☐ Parent Education ☒ Professional ☐ Promotional
9. Media Format: TEXT	
10. Area(s) of Exceptionality to Which Product is Applicable: SPECIFIC LEARNING DISABILITIES	
11. Product Availability: <i>(check appropriate category)</i> ☐ Field Test Stage ☐ Available on Request ☐ Development Stage <i>(specify date available _____)</i> ☐ Available for Field Test ☐ Available for Loan ☒ Contact <i>(Note: to be indicated if means of availability is uncertain at this time.)</i>	
12. Person From Whom Product Is Available: ☒ Individual Indicated in Item #4 ☐ Clearinghouse Only ☐ Other <i>(specify complete name, address and phone below)</i>	
13. Product Description: Please write below a brief narrative description including the purpose, objectives, content and application of product. <i>(Use back of form for additional space, if necessary)</i> The educational process evaluation by teachers project involves the training of selected teachers to conduct the screening and educational process evaluation of potential learning disabled students. The project model utilizes a team approach whereby selected personnel conduct the needs assessment, assume responsibilities for the nine training sessions for teacher participants and implement the evaluation procedures. The results of this project will be a cadre of teachers who are competent to perform the screening and educational process evaluation of students.	